



Civic Identity Assessment in the First-Year Seminar: Reader and Rubric Reliability

Supplemental Materials

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Materials for Use During Presentation

Civic Identity Rubric for FYS Critical Reflections

Coding Number: _____

Reviewer: _____

Civic Identity Prompt:

How will the knowledge you developed in this course along with your engagement in the community impact your personal actions moving forward?

- Consider communities that you are a part of and have learned from both on campus and off campus in your response.
- Consider your next steps for engaging with the issue you learned about and getting involved in the community.
- Consider how you have changed as a result of your participation in this course both inside and outside the classroom. How will this influence your future behaviors?

	1: Foundational	2: Emerging	3: Proficient	4: Advanced
Knowledge: Awareness of Self	The Reflection expresses little or no understanding of self with limited understanding of personal identity and shows little or no connectivity to a larger community .	The Reflection demonstrates some understanding of how self is connected to a larger community in at least one aspect of personal identity.	The Reflection demonstrates understanding of self in intersections of personal identity and demonstrates a clear understanding of connection to community .	In addition to clearly being “Proficient” in this category, the Reflection includes an impressive level of complexity
Skills: Critical Inquiry	The Reflection’s specific position (perspective, thesis, or hypothesis) is not clear or is simplistic and obvious .	The Reflection’s specific position (perspective, thesis, or hypothesis) acknowledges different sides of an issue .	The Reflection’s specific position (perspective, thesis, or hypothesis) clearly addresses the complexities of an issue, and acknowledges and engages with other points of view .	In addition to clearly being “Proficient” in this category, the Reflection is also particularly imaginative

Values: Community Mindedness	The Reflection identifies limited or no cultural or community contexts when presenting the student's position.	The Reflection demonstrates awareness that student's own attitudes and beliefs are different from those of other cultures and communities.	The Reflection includes a clear description on how and why student's own attitudes and beliefs are different from those of other cultures and communities.	In addition to clearly being "Proficient" in this category, the Reflection also includes clear evidence of adjustment of the student's own attitudes and beliefs through learning from diverse communities.
Collective Action: Empathy; Compromise; Civility; Mutual Respect	The Reflection includes little or no appreciation of the feelings, perspectives, or life experiences of different others.	The Reflection includes a demonstration of curiosity about the feelings, perspectives, or life experiences of different others.	The Reflection includes a demonstration of appreciation of the feelings, perspectives, or life experiences of different others.	In addition to clearly being "Proficient" in this category, the Reflection also includes a clear demonstration of compassion through self and the feelings, perspectives, or life experiences of others

Additional Information for Readers:

- The concept of community (in *Knowledge*) includes non-human communities.
- The concept of different others (in *Collective Action*) comprises "Individuals who are different from oneself with respect to gender, race or ethnicity, sexual orientation, religious beliefs, political stance, position on an issue, lived experience, and/or other attitudes or characteristics." [AAC&U Values Rubric]
- Readers should assess whether the artifact includes *all* of one particular category before moving to the higher level: start from the left and move right.

- 1: Foundational
- 2: Emerging
- 3: Proficient
- 4: Advanced



Reader Scoring Form

We use Google Forms as the method for readers to score their artifacts. The following are the questions we include:

Title: {Year} FYS Civic Identity Assessment Form

Q1: Which FYS reflection are you rating (open-ended)

Using this scoring system:

- 1) Foundational
- 2) Emerging
- 3) Proficient
- 4) Advanced

Q2: Rank the KNOWLEDGE (Awareness of Self)

- 1
- 2
- 3
- 4

Q3: Rank the SKILLS (Critical Inquiry)

- 1
- 2
- 3
- 4

Q4: Rank the VALUES (Community Mindedness)

- 1
- 2
- 3
- 4

Q5: Rank the COLLECTIVE ACTION (Empathy/Compromise/Civility/Mutual Respect)

- 1
- 2
- 3
- 4

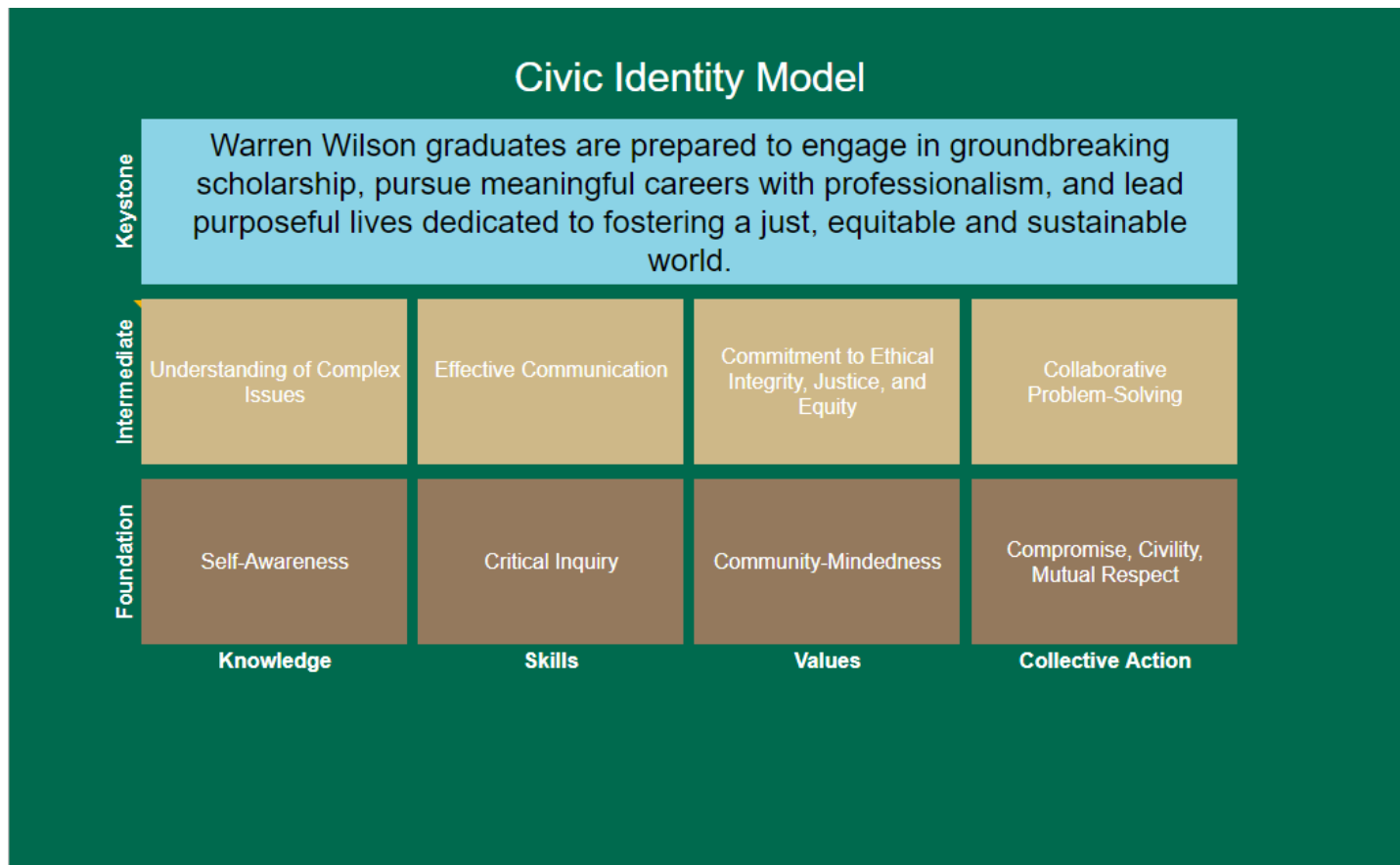
Q6: Comments about your scoring (optional)

Q7: Any exceptional quotes or information from this reflection (optional)?

Supplemental Materials

Warren Wilson College Civic Identity Model

The Civic Identity model was designed to provide direction and focus for WWC students, staff, and faculty. It offers clear language and a developmental process for orienting, aligning, and assessing the components of a Warren Wilson education. The model provides focus areas in outcomes language, and gives direction to the evaluation of those outcomes. This model is a developmental one, and incorporates foundational, intermediate, and upper level knowledge, skills, values, and collection action that comprise civic identity.





Assessment Leadership Team

Our primary leadership team was composed of 3 people with different skills and perspectives:

- 1) Director of General Education (faculty member)
- 2) Director of First Year Seminars (faculty member)
- 3) Associate Dean of Community Engagement

Our extended leadership team has included the following staff and faculty positions:

- Director of Institutional Research
- Director of Institutional Review Board
- Associate Provost
- Director of Writing Across the Curriculum

Planning Timeline

Fall Semester:

- Gather leadership team and develop spring timeline
- Develop invitation list
- Reserve rooms (if applicable)
- Remind FYS faculty about the submission of civic identity artifacts
- Review debrief notes from previous year to plan for any needed adjustments

February:

- [Invite campus colleagues](#) to Civic Identity Assessment group; include important dates and expectations
- Review artifact submissions by FYS faculty; follow-up with FYS faculty if necessary
- Begin to de-identify the artifacts and organize their storage

March:

- Finalize [training and assessment](#) schedule

April:

- Confirm participants and send any required pre-reading materials
- Order lunch (if in-person)
- Draft/review training materials
- Create scoring form

May

Week 1:

- Send reminder to participants
- Finalize training materials
- Ensure artifacts are prepared for reading
- Assign artifacts to readers

Week 2:

- Training and Assessment

Week 3:

- Monday - Review for adjudication and assign adjudicators
- Wednesday - Initial analysis of results and preparation of results
- Thursday - Follow-up meeting
 - Presentation of initial results
 - Feedback/debrief on the data and the process



Sample Invitation and reader schedule- virtual option

Greetings,

Each year an interdepartmental group of faculty and staff gather in May to assess student learning outcomes associated with civic identity. It is a rich and rewarding opportunity to see first-hand what our students are learning, engage with thoughtful faculty and staff, and contribute to the life of the college. We (leadership team) have identified you as someone who would be interested in and a contributor to this work and want to extend the invitation to participate. This year's civic identity assessment work will be held virtually. Below is information to help you consider whether you are able to join this year:

Expectations and dates:

- Complete pre-reading assignments
- Monday, May 10 - participation required
 - 9am-12pm and 1pm - 2pm: Participate in introductory and norming workshop
- Tuesday, May 11 - Friday, May 14 - required
 - On your own time, read and score ~ 15-20 Civic identity artifacts
- Monday, May 17 - Wednesday, May 19 - select participants
 - On your own, read artifacts that need to be adjudicated
- Thursday, May 20 - participation strongly encouraged
 - 9am - 11am: Preliminary review of results and debrief of process

Assessment Training Schedule - Virtual Option

DAY 1

9:00 Welcome!

9:15 Introduction to the [updated rubric](#)

Time for clarification, questions, and discussion

9:30 Grounding the scoring process

Look at three exemplars from last year

- (link to sample 1) scored 1s, almost across the board
- (link to sample 2) scored 2s across the board
- (link to sample 3) scored 3+ across the board

Spend ~30 minutes reading (and taking a break)

Come back together: Up to 20 minutes for discussion

10:30 Norming the scoring process

Look at two reflections from last year that required extensive adjudication: both of these included at least two categories where one scorer gave a 1, and another scorer gave a 4:

- (Link to sample 1)
- (Link to sample 2)

Spend ~30 minutes reading (and taking a break)

Come back together: Up to 20 minutes for discussion

11:30 Beginning the scoring process

Henceforward, please follow the [Instructions for Readers](#) for all 2021 reflections!

Between now and 1:30pm, please:

- Eat something
- Read and score reflections (link to artifact 1) & (link to artifact 2)
- If you have time, read and score one or two more reflections from your list

1:00 Optional consultation

Leadership team will be back in the Google Meet for informal questions, troubleshooting, etc.

1:30 Final norming discussion

All rejoin the Google Meet, compare scores for reflections (artifact 1) & (artifact 2), and discuss

Please follow the [Instructions for Readers](#) for the rest of your 2021 reflections!

Instructions for Readers

Summary

- Each reader is assigned 14-15 FYS reflections to read and score
- Readers will read assigned reflections and document their scores using a [google form](#)
- All reflections should be read by NOON on Friday, May 14th
- Reflections that need an adjudicator will be assigned to volunteer adjudicators and should be scored by 1pm on Wednesday, May 19th

Steps for Reading and Scoring FYS Reflections

1. Find the artifacts in which you are a reader *HERE* (*Link to google spreadsheet that has list of all readers and their assigned artifact numbers; includes a column titled "Artifact scored" for reader to keep track*)
2. Find the artifacts in the FYS Civic Identity Reflection artifacts folder (*Link to shared google folder with depersonalized artifacts*)
3. For each artifact you are assigned, read and score on [this google form](#) using [this rubric](#)
4. Once you have read and scored an artifact, document in this spreadsheet (*Link to google spreadsheet that has list of all readers and their assigned artifact numbers*) by putting an "X" in the column titled "read and scored?"
5. DEADLINE FOR SCORING ASSIGNED REFLECTIONS IS NOON ON MAY 14

Adjudication

1. (Leadership team member) will review scores from the initial 2 readers and determine if an adjudicator is needed and document in the "Adjudicator Needed?" column of this spreadsheet (make sure to view the "by artifact number" tab) (*Link to google spreadsheet that has list of all readers and their assigned artifact numbers; sheet includes tab for adjudication*)
2. (Leadership team member) will assign adjudicator readers, notify these readers by email, and document no later than 12PM on Monday, May 17th.
3. DEADLINE FOR SCORING ADJUDICATED REFLECTIONS IS MAY 19TH 1PM