

2021-2022 Core Assessment of “Local and Global Citizen”

Summary

The Core Curriculum Committee, under the direction of the Vice Provost of Curriculum, Assessment and Accreditation, assessed the “Local and Global Citizens” Core Quality for the 2021-2022 academic year. The description of the “Local and Global Citizens” Core Quality is as follows:

MSU Graduates are Local and Global Citizens

Graduates demonstrate effective strategies to listen and respond to others. They act with integrity in establishing respectful relationships and productively manage conflict to reach ethical outcomes. Graduates understand sources of identities, their own and others, and how identities influence civic values, assumptions, responsibilities and community engagement. They apply knowledge of diverse cultures, histories, values, or conflicts that have shaped the US and other world societies to better understand current events, US democratic and other global political institutions, or social life. Graduates value the important role informed, engaged citizens play in democratic societies and can determine for themselves what political and social issues, problems or policies they wish to engage with as citizens.

Student work was collected from 22 Core courses and assessed by members of the Core Committee using a Qualtrics Survey. Courses were chosen from across multiple Core perspectives including Diversity (D), Contemporary Issues in Science (CS), Research (R), and University Seminar (US).

LIT214D	EDU 211D	ECONS 403R	CSCI 483R
AMST 101D	GPHY 141D	FRCH 102D	CSCI 215CS
NASX 232D	HSTR 499R	AS403D	ANTY 212CS
FILM202D	SOCI201D	HDFS455R	BIOB110CS
LS194D	CHIN102D	ECHM205CS	NUTR221CS
TE205CS	US101US		

Assessment Results

A rubric containing six criteria was developed to assess the Local and Global Citizen Core Quality (see Table 1 and 2 for the six criteria). Programs were not supplied with the rubric ahead of time in order to get a benchmark of whether courses implemented this quality into the curriculum in a way that could be assessed through student work.

As noted in Tables 1 and 2, there are several areas that student work did not address or were below standards for assessing the MSU Core Objective for local and global citizenship. Submitted student work demonstrated that only two criteria met a threshold above 50% of at least a minimal level of competency or meeting requirements (Criteria 1: 51% rated competent or higher; Criteria 4: 63% rated meeting or exceeding requirements). The bulk of the criteria developed for assessing this core quality was either not addressed at all or was underdeveloped and below expectations.

Table 1. Results for Criteria 1, demonstrating listening and responding to other perspectives (n=153)

Criteria	Outstanding	Strong	Competent	Underdeveloped	Did not address	Does not apply
(1) Demonstrates effective strategies to listen and respond to others, and/or to acknowledge other perspectives/points of view.	9%	34%	8%	15%	34%	0%

Table 2. Results for local and global citizen standard Criteria 2-6.

Criteria	Exceeds requirements	Meets Requirements	Below Requirements	Standard not addressed	Does not apply	n
(2) Displays integrity in establishing respectful relationships and productively managed conflict to reach ethical outcomes.	9%	18%	3%	49%	22%	152
(3) Evaluates sources of identities and how identities influenced civic values, assumptions, responsibilities and/or community engagement.	10%	39%	12%	29%	9%	153
(4) Applies knowledge of diverse cultures, histories, values, or conflicts to better understand current events and/or social life.	10%	53%	7%	24%	6%	152
(5) Acknowledges and/or reflects on the important role informed, engaged citizens play in democratic societies.	8%	34%	10%	42%	5%	153
(6) Identifies what political and social issues, problems or policies they wish to engage with as citizens.	0%	1%	2%	95%	2%	56*

*Criteria (6) does not contain a full data set due to a Qualtrics glitch that was discovered halfway through the assessment process. Ninety-seven responses did not populate any information for Q6 even though some assessors noted that they did provide responses. Fifty-six responses were populated, using an edited survey that addressed the Qualtrics anomaly.

Areas of Improvement

Based on the high percentage of course work that did not address much of the criteria within the core quality language, we can infer that curriculum developers are interpreting the Local and Global Citizenship objectives in any number of different ways and may assume that as long as they are meeting the objectives of a few of the criteria, they are meeting the learning objective overall

After discussing the results of the data, the Core Committee has determined that:

- More training/workshopping with faculty and curriculum developers about creating courses that meet core objectives
- Outreach to courses with local and global citizen to explain that this objective requires some kind of self-reflection on the part of the student to address: “establishing respectful relationships and productively manage conflict to reach ethical outcomes,” “how identities influence civic values, assumptions, responsibilities and community engagement,” “apply knowledge,” and “determine for themselves what political and social issues, problems or policies they wish to engage with as citizens”
- Rewrite local and global citizen objectives
- Determine if it is okay that courses don’t meet all levels of the objective and adjust thresholds and percentage of competency as needed.
- Determine if written student artifacts are the best way to assess this objective given the language of “listen and respond to others”.