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GLO Team Information

a. **Team Members**
   - Tiffany Bailey, Lauren DiMartino, Claire King, Meagan Lacy, Paul Naish, Katie Wilson (Team Leader)
   - Note: original team members who committed their time during the first year: David Backer, Rochel Pinder, Cydney Johnson

b. **Timeline***
   - February 18, 2014 - Meeting 1
   - April, 2014 - Meeting 2
   - June 10, 2014 - Meeting 3
   - October 7, 2014 - Meeting 4
   - October 29, 2014 - Assessment Day; ePortfolio assessment and all-group reflection
   - December 16, 2014 - Assessment Day; Capstone ePortfolio assessment and all-group reflection
   - January 29, 2015 - Completed secondary assessment of Capstone ePortfolios
   - February 5, 2015 - Meeting 5 to Assess Results and draft Report
   - February 25, 2015 - Assessment Days Report out to Faculty - open to feedback
   - March 11, 2015 - Feedback opportunities on ePortfolio closed; incorporate feedback into the Final Report
   - March 30, 2015 - Reflection Process Finalized
   - April-Dec 2015 – Integration of Recommendations

*Note – this inquiry project was “fast-tracked” on a 2-year timeline

Research Question(s)

*The research questions that guided our assessment work:*

- Our initial research question had two parts:
  1. What is happening on the ground already (curricular and co-curricular) that reflects Civic Engagement GLO learning outcomes? What level of student performance are we seeing in relation to this GLO?
  2. What are the best practices moving forward to capture student engagement with Civic Engagement GLO outcomes in both a curricular/co-curricular model?

Assessment Plan

*The following conveys the assessment process that was used to answer our research questions.*
Over the course of our first few meetings (Feb-June 2014), we each collected anecdotal evidence of the GLO 5-related practices of approximately 8 faculty members, researched best practices, analyzed the contents of the GLO 5 assessment rubric, and discussed ways in which students are conveying their experience with/learning about civic engagement and social responsibility.

We then engaged in a “norming” activity among our GLO 5 Inquiry Team that we eventually conducted with the entire faculty at Assessment Days, October 2014. In an effort to assess how well graduated students (who graduated in August 2014), conveyed experience with/learning about civic engagement and social responsibility, we conducted an assessment of capstone ePortfolios during Assessment Day 2, December 2014 that carried into January 2015. After the assessment data was generated, we discussed the findings and implication for future recommendations. The team wrote this report collectively in February 2015 and presented it to the faculty at Assessment Days in February 2015. Faculty were given two weeks to provide feedback on the report, but no faculty actually engaged in feedback. The final draft and recommendation plans were revised by the GLO team and plans to begin implementing some of the recommendations will begin immediately in Spring 1 – 2015.

Findings

*What did we learn from the assessment of student work?*

As is often the case when educators gather collaboratively to scrutinize student work that they themselves may not have assigned, there was initial confusion, both in response to the directions given for locating the work under review and also in response to the work itself. In the October 2014 mid-semester assessment session, team members were directed to “examine all Capstone coursework” for evidence of the Civic Engagement GLO (civic learning, engagement, and social responsibility). Although Digication offered links to student ePortfolios for reviewers, participants found an unanticipated challenge in locating ePortfolio evidence of Capstone courses for several reasons: a) not all of the Capstone courses in the Programs of Study had their own ePortfolios to which students contributed their work in wiki-fashion; b) not all of the Continuing Students’ ePortfolios had tabs clearly labeling Capstone artifacts; c) not all Capstone students were required to create ePortfolios of their work for the course; d) not all Capstone-level courses used nomenclature designating them as “Capstones” in the ePortfolio environment; and e) not all students in a Capstone course were taking the course as final culmination of their Program of Study.

As a result, the Civic Engagement GLO team members found little evidence of Capstone work in the ePortfolio links provided to them. When the links did target Capstone artifacts, reviewers rarely found any evidence of student work addressing any facet of Civic Engagement GLO criteria, let alone benchmarks or milestones. The team reported their dearth of findings to our colleagues and it was in doing so that our peers who taught Capstone courses were able to identify their courses for our team.
The Civic Engagement GLO Team was then asked to re-assess the ePortfolios for evidence of the Civic Engagement GLO – but, this time, we looked through the ePortfolios of all graduated students. We were determined to find some evidence of student development in civic learning, engagement or social responsibility, and eventually developed an informal concordance of where such evidence might be found in students’ ePortfolios.

From this Inquiry Process we learned the following:
- We knew for certain that all students were given assignments and content in Summer Bridge and City Seminar that fell within the range of this GLO, so we started by looking there.
- For subsequent evidence in courses outside of City Seminar or the First Year, we relied upon knowledge of our own classes and learning objectives in courses we either taught or with which we were familiar.
- We searched for evidence in each ePortfolio link we were given for words like “Final Project,” or “Reflection,” or “Community Days” in order to inductively arrive at some evidence that students were demonstrating any aspect of the criteria we were assessing.
- The subjectivity and randomness of this quasi-solution in response to ambiguity certainly further skewed the results of our review.
- In some cases, such as the interdisciplinary LASC “Zombie Capstone,” where ePortfolios provided ample evidence of the Applied Learning GLO, we sought to “read between the lines” of fictional accounts of apocalypse in seeking examples of the authors’ grasp of civic engagement markers for “cultural identity,” “historical perspective,” or “ethical responses.”
- When it came to criterion 5.e., “integrity and... honesty... in academic and professional contexts,” we decided that if students cited sources accurately in bibliographies we would “count” it as having met at least the benchmark for that criterion.
- Team members expressed frustration and creative problem-solving in both mid- and end-of semester assessment settings. “Looking for needles in haystacks” was an oft-repeated metaphor during those sessions. The truism that what you don’t explicitly design for, you cannot measure was apparent, and met with some measure of frustration by the participants who felt that such a lesson could have been better delivered proactively than in the hours of futile and foregone conclusions.
- Certainly, as a result of this experience, the members of our team are all the more convinced and drew the following two preliminary conclusions:
  i. we must make explicit the GLOs we want students to demonstrate in each assignment, and
  ii. we must make the time in each course to assist students with the epistemological and organizational infrastructures they need to select and clearly label the artifacts they choose to place in the ePortfolio environment.
Appended to this report are the results of the assessment scoring by Civic Engagement GLO Team (Appendix 2) in both mid-semester and end-of-semester sittings. Of the data generated from our second assessment session in January 2015, some data revealed new insights and some was similar to our findings from December 2014.

The table below reflects some of the key findings from the data and their respective analyses:

### January 2015 Review of Capstone ePortfolios

*(N = 89)*

<table>
<thead>
<tr>
<th>Finding from Data</th>
<th>Translation</th>
<th>Correlating Recommendations</th>
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| **Civic Learning A.** Identifies and explains his or her own civic and cultural background, including its origins, development and assumptions  
  · 61% benchmark or milestone (n = 54)  
  · 24% below benchmark or no evidence (n = 21) | A quarter of the students conveyed no evidence at all, while just more than half of the students only began to exhibit this outcome. Therefore students need to be provided with ways to exhibit this outcome, using a scaffolded approach that provides opportunities to convey skills from benchmark through to | (6.A.1)  
(6.B.2) |
| **Civic Learning B.** Understands and respects diversity and cross-cultural perspectives and demonstrates how they influence interpretations of key problems in politics, society or the arts  
  64% benchmark or milestone (n = 57)  
  13% below benchmark or no evidence (n = 12) | Encouraging students to be creative about the type of artifacts they upload to ePortfolio and to explore their classmates’ ePortfolios for ideas might help them become more aware of what diversity looks like and to recognize diversity within the Guttman community. | (6.B.5)  
(6.D.1)  
(6.D.4)  
(6.D.9) |
### Finding from Data | Translation | Correlating Recommendations
--- | --- | ---
**Civic Learning C.**
Describes various historical and contemporary positions on democratic values or practices, and presents his or her position on specific problems
62% benchmark or milestone \(n = 55\)
20% below benchmark or no evidence \(n = 18\)

Since this GLO focuses on the act of description, it might be helpful to make faculty more mindful of methods of describing civic engagement and encouraging students to use multiple methods to document the democratic values and practices they exemplify.


**Civic Learning D.**
Takes an active role in a community context, such as work, service, or co-curricular activities, and examines the civic issues encountered with the insights gained from the community experience
42% benchmark or milestone \(n = 37\)
47% below benchmark or no evidence \(n = 42\)

Students should be encouraged to think of civic engagement as something that can (and often does) happen outside the context of the classroom. These recommendations aim to help faculty plan for these experiences and help students recognize them.


**Civic Learning E.**
Demonstrates integrity, honesty and ethical reasoning in academic and professional contexts
61% benchmark or milestone \(n = 54\)
31% below benchmark or no evidence \(n = 28\)

Because the GLO prioritizes ethics and honesty both in school and in work, these recommendations emphasize the application of their community awareness to the workplace community.


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*Are students demonstrating achievement of this GLO?*

The evidence in the ePortfolio environment that students are achieving this GLO is scarce for all of the reasons outlined above. However, from the first convening of the Civic Engagement GLO
Team, participants were able to recount numerous instances when Guttman students demonstrated growth and development in civic learning, engagement and social responsibility both in the classroom and during co-curricular activities. In order to further substantiate their hunches that Guttman students routinely evidence Civic Engagement GLO criteria, members sought out informal focus groups and peer respondents to collect anecdotes and sample assignments to add to a Civic Engagement GLO ePortfolio that would demonstrate this point.

Our search for evidence of student achievement led us to the following reflections:

- It was far easier to cite examples of the Civic Engagement GLO in students’ informal, non-credit-bearing learning through their leadership in clubs, participation in Student Engagement activities, Student Government, Info Commons study groups and fluid peer affiliations, periodic volunteer opportunities, internship experiences, voting behavior, town halls, peer mentoring, and conversations with SSAs and Career Strategists.

- It is worth exploring the possibility of alternate authentic assessment practices that would include and capture the co-curricular learning of institutional student outcomes.

The team identified the following and placed relevant information on their ePortfolio:

- Other assessment rubrics for civic engagement
- Examples of effective assessment strategies for capturing student learning outcomes from other higher education institutions
- We sought out whether these institutions assessed a learning outcome that is perhaps more robustly demonstrated in settings more traditionally designed to positively impact student affective and moral development.

Looking for alternate means of assessing for civic learning, engagement and social responsibility was not a feasible solution to the difficulties they encountered and documented in the process of accurately portraying student evidence of the Civic Engagement GLO criteria, therefore the focus of the group’s inquiry must shift to the following three actions:

1. How to best promote a more inclusive and accessible “documentary culture” at Guttman
2. How to encourage faculty and staff to make learning outcomes explicit in the design, delivery, and reflection stages of assignments as well as in structured activities in and out of the classroom
3. How to help students develop a habit of “capturing” evidence in situ, in the moment, or at least, retroactively in metacognitive and meta-affective moments of academic writing, personal journaling, and multimedia and multisensory representation

Is there growth from the first year student work to the “capstone” student work?

It is nearly impossible to ascertain wholesale about measurable growth from first-year to “Capstone.” Part of the reason for this challenge is because ePortfolio use at Guttman has thus far been more prevalent among students in their First-Year courses. Faculty in FYE courses have had more exposure to ePortfolio pedagogies and its incumbent adoption as a teaching and
learning tool. Full-time faculty, often found in the FYE, are more likely to use ePortfolios in instruction and to encourage students to use their own ePortfolios even if exclusively in an archival capacity. Therefore while it is LIKELY that students may have had more experiences and opportunities to grow in the Civic Engagement GLO outcomes, they may have been less apt to document these through explicit faculty encouragement or requirement to do so in ePortfolio after completing First Year coursework.

- **Recommendation** – as a result of this reflection, the team recommends that there are offerings of workshops about best practices for teaching and learning with ePortfolio could be conducted for faculty teaching in the Programs of Study courses
  - It can be inferred that students in some Programs of Study may have more opportunities directly aligned with specific Civic Engagement GLO criteria than students in other majors. For example, Human Services students routinely engage in self-reflection germane to their field experiences and must learn and adhere to ethical practices codified by disciplinary rigor and convention. Their field notes, verbatims and internship interactions may not be suitable for public access through ePortfolio photos and written reports.

- **Recommendation** – as a result of this reflection, the team recommends that all Programs of Study find ways to incorporate rigorous Civic Engagement opportunities into their respective curricula and ask students to reflect on their learning on ePortfolio
  - Students in some sections of Liberal Arts-related and STEM-based classes have been introduced to service-learning or community-based research by their instructors with strongly intended, if not always articulated, civic engagement outcomes. Because the pedagogical decision to include these types of critical community-based learning experiences are idiosyncratic and not written into any course but one in Guttman’s course catalog (Women in 20th Century Literature), all students will not have had the opportunity to “flex their Civic Engagement GLO muscles” more than others over the course of their Guttman trajectory.

- **Recommendation** – as a result of this reflection, the team recommends that faculty more intentionally incorporate outcomes related to the Civic Engagement GLO into their respective curricula (i.e. in their syllabus; a measurable civic engagement GLO “requirement” at some point in the semester)
  - Additionally, some Programs of Study, by and large have not yet fully adopted an ePortfolio approach. For example, Urban Studies students are far more likely than other students to take classes on government and policy and to gain historical knowledge and perspectives from which they can analyze contemporary issues, and Business and IT students may actively engage in ethical case studies and become conversant in cross-cultural practices of commerce and communication but ePortfolios may not be routinely integrated into those courses at this time.
• **Recommendation** – as a result of this reflection, the team recommends that some of the “matching” of and guided reflections on assignments that relate to the respective GLO happens outside of the classroom in either of the following ways:
  i. independently as a graduation requirement
  ii. in all Capstone courses

5. **Reflection**

*Implications related to the use of this GLO in the curriculum, the rubric itself, and the ePortfolio assessment process.*

Much of the coursework and many of the out-of-class experiences at Guttman relate to the Civic Engagement GLO, but the available artifacts in the students’ ePortfolios do not always make this connection. Some courses seem to be sites of work toward the attainment of this particular GLO (e.g. City Seminar II, Foundations of the Humanities). Instructors should be encouraged to use the language of the GLO (and to this end terms like “civic engagement,” “service learning,” and “experiential education” need to be demystified). But students should also bear some of the responsibility for connecting the dots in their reflections and in the curating of their ePortfolios.

• **Recommendation** – the team recommends that students are encouraged to “connect the dots” independently in the following ways:
  • Faculty, staff, administration collectively build a culture of e–Portfolio showcasing from the beginning – even the summer Admissions events
  • Capstone courses can require this intentional reflection and connection as part of the grade for their course
  • Curation of ePortfolios must be incentivized
  • Badging system (see recommendations below for further details)
  • Prize ceremony for exceptional ePortfolios around graduation

*Is the use of this GLO explicit in the curriculum? Are there multiple opportunities for students to practice and demonstrate their achievements? Are the assignments scaffolded to allow students to strengthen their understanding and knowledge in this area?*

It is difficult to say if GLO is explicitly ingrained into in every single course curriculum, given that there are so many courses, taught across more than 50 F/T Faculty and Adjunct Instructors. Additionally, courses might encourage civic engagement and social responsibility, but it might not be required that it is captured on ePortfolios. Nonetheless, as a result of the assessment process, the team concluded that examples of GLO 5 are showing up in the First-Year Experience courses, namely the City Seminar course, where the learning outcomes are quite explicit. Community Days are being leveraged as an opportunity for students to show their civic engagement through pictures, videos and reflections. Many of the assignments that we saw across all courses ask students to reflect on themselves, their culture and their perceptions of other cultures which is related to the Civic Engagement GLO, 1a.
**Recommendation** - to facilitate the acquisition of an increasingly more complex understanding of this outcome:

- Faculty could be urged to intentionally scaffold assignments across the GLO rubric
- Within Programs of Study, assignments could be explicitly scaffolded from year 1 to year two.
- While we have no doubt that faculty scaffold their assignments for other skills and knowledge, we did not find explicit evidence of scaffolding of assignments for Civic Engagement

*Is this GLO being clearly communicated to students? Do they understand what is expected of them?*

It seems that students do not understand the *quality* of work that they are expected to post on ePortfolios, nor that it will be used for college-wide assessment purposes. The team reflected on whether students should be made aware of this. Also, it is unclear whether or not students really understand that their ePortfolio will be assessed by “others.” The team also reflected on whether students have access to, and a clear explanation of, the rubric being used for the assessment of their work. The way the GLO’s are being showcased in the stairwells will certainly make students more aware of the GLO’s, but it will also need to become an overt facet of classes and co-curricular activities.

**Recommendation** – the team recommends that students are made aware of the GLO’s beginning with an initial introduction in Summer Bridge and references to the GLO’s across all facets of their Guttman experience by creating student-friendly GLO rubric handouts that are accessible to all students and faculty (e.g. flashy images, interesting and larger font, altering the language somewhat, condensing one outcome into one concise handout)

*Are the rubric criteria meaningful and appropriate? Are the benchmark, milestone and capstone descriptions for each criteria appropriate? Measurable? Understandable to students?*

The rubric criteria, as well as the benchmarks, milestones and capstones are definitely meaningful and appropriate, particularly for the Guttman model that places experiential learning at its core. As is, the rubric is not very student-friendly; it would surely overwhelm/confuse most of the students. The rubric could be transformed into a student-friendly format if it were visually simplified and subsequently explained explicitly to them with consistent messaging among faculty and staff. As the GLOs become more ingrained in the school culture (e.g. the hallway posters, templates on their ePortfolio, etc.) it will be increasingly easier for students to understand the criteria themselves, how to “achieve” them and ultimately, the purpose of the GLOs.
• **Recommendation** – the Civic Engagement GLO Team could create student-friendly rubrics

The question of measurability was something the Team spent a lot of time discussing. What is the best way to measure a student’s developing understanding of self and others? How can this be exemplified in submissions to ePortfolio?

If there is more work displayed on ePortfolio during the first year than the second, how can we “measure” progress across their Guttman experience? Also, will it be more effective for faculty/staff to measure their work against the GLOs, or for students to actually match their own personal work against the rubric? These questions and more will fuel our continued exploration of best practices for assessment civic learning, engagement, and social responsibility at Guttman.

• **Recommendation** – the Team identified some best practices of measurement of this GLO which can be found on the group’s ePortfolio.

**What steps do you recommend for improving the process of assessing student work in the ePortfolio as related to this GLO?**

The committee has identified several steps that can be taken to improve assessment of student work in alignment with the GLO’s. Some of these recommendations are more global in nature than others.

• **Recommendations** – The students’ ePortfolio template could be revised to more clearly connect to the Guttman Learning Outcomes in general, and not just the Civic Engagement GLO by changing the tabs in the student ePortfolio to reflect the “BASIC” order of the GLOs or, alternately, by leaving the current student ePortfolio template intact and adding an additional tab, possibly entitled “How I GLO,” in which students compile evidence on a single page that connects to each GLO.
  a. Teach students (beginning with Summer Bridge) to become responsible for providing evidence of their learning with respect to each one of these outcomes. This strategy would not only bring a more narrative-driven structure to their ePortfolio (i.e., students would tell their own story about their learning) but also make students more aware of the Guttman Learning Outcomes and encourage them to take responsibility for their own learning.
  b. Provide instructional intervention (i.e., faculty would need to explicitly connect assignments to GLOs and help students identify which assignments demonstrate which learning outcomes)
  c. Provide individual guidance through Studio - which implies a potential re-structuring of the Studio curriculum

• A badging certification system would help give Civic Engagement a more visible presence on the ePortfolio. In particular, badges would help identify GLO 5.e., “[The
student] takes an active role in a community context, such as work, service, or co-curricular activities, and examines the civic issues encountered with the insights gained from the community experience.” For this strategy to work, a badging rubric and certification process would need to be developed. For example, activities that count as “civic engagement” would need to be fleshed out as well as how many of these activities, or to what extent these activities, demonstrate “an active role in the community.” The benefit, however, would be a very visible, and therefore assessable, indicator of civic learning on students’ ePortfolios. Sample badging integrated within learning management systems and electronic portfolios can be found in Purdue University’s Passport system: http://www.itap.purdue.edu/studio/passport/ or National Youth Leadership Council’s Badge program: https://gsn.nylc.org/badges.

a) Learning Outcomes “defenses” could be conducted at the end of Capstone courses

- These kinds of defenses are routinely conducted by students and campus/community panels in secondary project-based learning schools, early college models, and International Baccalaureate schools. Samples can be found here: https://www.teachingchannel.org/videos/success-portfolio-defense-eed and https://www.teachingchannel.org/videos/calibrating-for-portfolio-defense-eed.

- Faculty should indicate directly on their assignments which GLOs they are meant to address.
- As they upload work to their ePortfolio, students should indicate which GLOs they are meant to address.
- Recommendation 3 and 4 would help to eliminate the assessor’s problem of fishing for evidence—an extremely time-consuming task—during Assessment Days, and it would also make for a more accurate assessment of student work.

- A more “digestible” rubric for GLO 5.e., “[The student] demonstrates integrity, honesty and ethical reasoning in academic and professional contexts” – to make up for the lack of clarity in the current rubric which does not provide much guidance on:
  a) how “integrity, honesty and ethical reasoning” is defined in the ePortfolio context;
  b) how growth in this area could possibly be demonstrated.

In other words, what would evidence of Capstone 4, “[The student] initiates and/or leads complex or multiple civic engagement activities, accomplished by reflective insights or analysis about the aims and accomplishments of one’s actions” actually look like on ePortfolio?

What recommendations does the team have for improving the way we communicate this GLO and its expectations to students?
1. More explicit socialization around the GLO’s via “GLO-nitiatives” in each of the following:
   - Admissions
   - Summer Bridge
   - SGA
   - Student Engagement
   - Student Clubs
   - Alternative Spring Breaks Opportunities
   - International Education
   - Community Days
   - FYE
   - Programs of Study
2. Create a stronger culture across faculty and staff that prioritize more explicitly tying assignments or discussions to the particular learning outcome that is being emphasized
3. Communicate to students the value of civic engagement in terms of both their career and within their own communities
4. Have students capture their experiences in ways that go beyond text on the ePortfolio, such as photos, artifacts or links that they can post to their page that provide more information on their experience - particularly with the Civic Engagement GLO, which is primarily demonstrated by engagement within the community and not necessarily within the classroom
5. Communicate the value of the civic engagement GLO to the future career goals of students – this might encourage increased documentation and reflection
6. Faculty, staff (e.g. SSA’s, Career Strategists, etc.) could present examples of digital portfolios that might lead to college acceptances or job prospects
7. Provide examples of high milestones of civic engagement - in writing or action so that they may more clearly articulate those expectations to their students
8. Use assessment days to increase the understanding of the personification of the GLOs

Recommendations and Next Steps

Based on the analyses in the prior sections, formulate specific recommendations and actions steps for the four areas below. Recommendations for actions should be based on specific data and analysis generated by the PPR. Include any additional resources you believe will be needed (i.e. professional development) to support these next steps.

Assessment and Rubric Recommendations

What steps do you recommend for improving the process of assessing student work in the ePortfolio as related to this GLO?

The committee answered this question specifically, then offered general recommendations about the assessment of the other GLOs based on our experience assessing the Civic Engagement GLO.
Specific recommendations:

1. A badging certification system would help give Civic Engagement a more visible presence in students’ ePortfolios. In particular, badges would help identify Civic Engagement GLO (5.d.): “[The student] takes an active role in a community context, such as work, service, or co-curricular activities, and examines the civic issues encountered with the insights gained from the community experience.” For this strategy to work, the rubric and badging certification criteria would need to be developed. For example, activities that count as “civic engagement” would need to be fleshed out as well as how many of these activities, or to what extent these activities demonstrate “an active role in the community.” The benefit, however, would be a very visible, and therefore assessable, indicator of civic learning on students’ ePortfolios. Sample badging integrated within learning management systems and electronic portfolios can be found in Purdue University’s Passport system: [http://www.itap.purdue.edu/studio/passport/](http://www.itap.purdue.edu/studio/passport/), National Youth Leadership Council’s Badge program: [https://gsn.nylc.org/badges](https://gsn.nylc.org/badges), and Mozilla Foundation’s Open Badge project: [https://backpack.openbadges.org/backpack/login](https://backpack.openbadges.org/backpack/login)

2. Examine some of the best practices of assessing civic engagement which the team researched and collected in this GLO’s ePortfolio in order to inform our approach to identifying evidence of this outcome.

3. Revise Civic Engagement rubric criterion (e): “[The student] demonstrates integrity, honesty and ethical reasoning in academic and professional contexts” – to make up for the lack of clarity in the current rubric which does not provide much guidance on a) how “integrity, honesty and ethical reasoning” is defined in the ePortfolio context; and b) how growth in this area could possibly be demonstrated by students. When it came to assessing Civic Engagement criterion (e), “integrity and... honesty... in academic and professional contexts,” we decided that if students cited sources accurately in bibliographies we would “count” it as having met at least the benchmark for that criterion. This particular outcome challenged the committee because in countless student portfolios we were unable to identify explicit evidence. In other words, what would evidence of the capstone level 4 actually look like in ePortfolio? As it reads now: “[The student] initiates and/or leads complex or multiple civic engagement activities, accomplished by reflective insights or analysis about the aims and accomplishments of one’s actions.”

4. In many ways Civic Engagement Criterion 1a was the most difficult to assess. The baseline for this rubric is “defines self and cultural background in basic terms.” Many students included insightful reflections about cultures other than their own and made implicit comparisons with their own backgrounds, but few went so far as to explicitly characterize themselves. Presumably everyone takes his or her own experience as the norm against which other characteristics and behaviors are
measured, but if we want students to actively reflect on their own backgrounds and assumptions we need to prompt them to do so.

**General recommendations:**

5. The students’ ePortfolio template could be revised to more clearly connect to the Guttman Learning Outcomes in general, and not just the Civic Engagement GLO by changing the tabs in the student ePortfolio to reflect the “BASIC” order of the GLOs or, alternately, by leaving the current student ePortfolio template intact and adding an additional tab, possibly entitled “How I GLO,” in which students compile evidence on a single page that connects to each GLO.

6. Provide faculty, staff and students with concrete examples of milestone work relevant to the rubric to aide in instructional design and in rating during assessment.

7. Faculty can explicitly connect assignments to GLOs and help students identify which assignments demonstrate which learning outcomes. This can be accomplished through the use of badges representing each GLO, Faculty could indicate directly on their assignments which GLOs they are meant to address. As students upload work to their ePortfolios, students can indicate which GLOs they are meant to address. Adoption of these practices would help to eliminate the assessor’s problem of fishing for evidence—an extremely time-consuming task—during Assessment Days, and it would also make for a more accurate assessment of student work.

8. Beginning with Summer Bridge, help students become responsible for providing evidence of their learning with respect to each GLO. This strategy would not only bring a more narrative-driven structure to their ePortfolio (i.e., students would tell their own story about their learning) but also make students more aware of the Guttman Learning Outcomes and encourage them to take responsibility for their own learning.

9. At the end of the students’ coursework in their programs of study, Learning Outcomes “defenses” could be conducted at the end of Capstone courses. These kinds of defenses are routinely conducted by students and campus/community panels in secondary project-based learning schools, early college models, and International Baccalaureate schools. Samples can be found here: [https://www.teachingchannel.org/videos/success-portfolio-defense-eed](https://www.teachingchannel.org/videos/success-portfolio-defense-eed) and [https://www.teachingchannel.org/videos/calibrating-for-portfolio-defense-eed](https://www.teachingchannel.org/videos/calibrating-for-portfolio-defense-eed)

**Curricular Recommendations**

1. Program of Study Workshop: “Departmental Engagement at the Crossroads” with Dr. Kevin Kecskes, April 7th- St. John’s University, Manhattan Campus 10:00am-3:00pm. [http://events.r20.constantcontact.com/register/event?oeidk=a07eagt7uaf1](http://events.r20.constantcontact.com/register/event?oeidk=a07eagt7uaf1)
ae1e27f&llr=giu4rpfab Workshop Description: The academic department sits squarely in the middle of Academe; at a crossroads between students' experiences and senior leadership concerns. In addition, it is situated between university / national disciplinary association priorities and individual faculty scholarly agendas. Complex indeed. Now, add community engagement into the mix and a powerful opportunity emerges: a richer, more nuanced form of engagement that creates opportunities for deep learning, substantive scholarship, and healthier communities.

2. Offer workshops about best practices for teaching and learning with ePortfolio for faculty teaching in the Programs of Study courses

3. Provide resources for faculty to explore the design of civic engagement/social responsibility activities in each course to include assignments that 1) capture student’s learning; 2) ask students to reflect on learning using prompts; 3) can be measured against the Civic Engagement GLO rubric

4. Assist faculty in embedding civic engagement opportunities across the curriculum in ways that student progress in this GLO can be assessed over time. One such workshop is coming up: Institute for Engagement, Teaching, Research and Scholarship, March 18-19, 2015, Binghamton University

https://events.r20.constantcontact.com/register/eventReg?oeidk=a07eal83mesb71c01fb&oseq=&c=&ch=

Workshop Description: This Institute will support and enhance the civic leadership capacity of higher education institutions. One and a half days of highly-interactive sessions will provide a platform for critical dialogue on community-engaged teaching and research, including high impact practices and applied learning. Sessions will address the role of community engagement in teaching, research, assessment, and professional evaluation in academia. A multimedia Engagement Expo will showcase innovative student projects, faculty research, and service that impact society. Fees: $15.00 March 18th only, $25.00 March 19th only, $40.00 to attend both days

5. Expand existing Civic Engagement ePortfolio so that it becomes a “Bank” that all faculty, staff can access that lists examples of assignments, guest speakers, community-based organizations, workshops, internships, etc. that can be integrated into our work.

6. Prioritize these recommendations for implementation by sending program coordinators and interested faculty to in the Mid-Atlantic Engagement Academy, “Departmental Engagement at the Crossroads” Workshop, May 27-29, 2015 in Newark, NJ. Description: The Mid-Atlantic Engagement Academy is a professional and institutional development event where campus teams of up to 8 (composed of Program Coordinators, administrators, and staff) work intensely for 2.5 days supported by instruction and mentoring from top scholars, leaders and practitioners in the field of community engagement. The goal for each team is to create a clear action plan designed to deepen institutional commitment to and capacity for high quality community engagement. Participants learn new concepts and then craft components of their action plan to improve the alignment of engagement strategies with their institutional mission and goals. Team members return to their campuses
with their action plan and new skills to support successful implementation. In alignment with Guttman’s Strategic Plan and Middle States Accreditation, emphasis within modules of the Academy will be placed on accountability and measurement regarding teams' identified priorities for community engagement. $2500 Fee includes all materials, breakfast and lunch each day, along with opening reception on 5/27. Full details at: https://www.regonline.com/builder/site/?eventid=1653443

Provide students with individualized guidance in addressing GLOs by revisiting the Studio curriculum.

7. Encourage faculty to intentionally scaffold assignments across the Civic Engagement GLO rubric. Assignments in Programs of Study could be mapped so that they are scaffolded from specific criteria targeted in year 1 to year 2. While we have no doubt that faculty scaffold their assignments for other skills and knowledge, we did not find explicit evidence of scaffolding of assignments for Civic Engagement. The team recommends that all Programs of Study find ways to incorporate Civic Engagement opportunities into their respective curricula and ask students to reflect on their learning in ePortfolio.

Logistical Recommendations

1. Faculty, staff, administration must collectively build a “documentary culture” of e-Portfolio showcasing from the beginning – even the summer Admissions events, in faculty and student engagement

2. Encourage students to take responsibility for curating their ePortfolios in order that 1) they have an easily-accessible cache of their best work that they can use to showcase their skills and interests, and 2) assessors can locate work to be evaluated.

3. Incentivize student curation of ePortfolios through digital badging and convocation and graduation exceptional ePortfolio awards OR determine how evidence of civic engagement be a graduation requirement

4. Redesign ePortfolio template to include a section called “How I GLO” with pages for each of the five GLOs. Each page could include prompts for students that suggest artifacts they might want to include. For example, evidence of the Civic Engagement GLO, relevant materials might include capstone projects and other work that provides evidence of cultural understanding, tolerance, ethical behavior; photos and reflections from Community Days; reflections about internships, peer mentoring, volunteer service, leadership activity, and voting. Guttman might further consider building in periodic curricular opportunities throughout the college experience dedicated to culling these artifacts. During the first year, students might build the “How I GLO” pages in LaBBS or Studio. In the second year, the Capstone course can require intentional reflection and connection of assignments to GLOs as part of the grade. The same artifact might appear on more than one page.

5. Help students utilize means of documentation that they’re already using. For example, incorporate a consistent hashtag in the ePortfolio that they can also use with Facebook/Instagram/Twitter posts when they are engaging in an experience

Logistical Recommendations

1. Faculty, staff, administration must collectively build a “documentary culture” of e-Portfolio showcasing from the beginning – even the summer Admissions events, in faculty and student engagement

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5. Help students utilize means of documentation that they’re already using. For example, incorporate a consistent hashtag in the ePortfolio that they can also use with Facebook/Instagram/Twitter posts when they are engaging in an experience
related to the Civic Engagement GLO. This will facilitate their search for that hashtag to find a collection of those experiences over time. Examples should be provided, as often students are taking part in cultural or community activities that they don’t realize are contributing to their civic growth.

Communication Recommendations

**What recommendations does the team have for improving the way we communicate this GLO and its expectations to students?**

1. Create student-friendly rubrics that include definitions and examples where needed, that could be distributed in Summer Bridge, LABSS, Studio and parts of which could be integrated into courses, via syllabi or as scoring rubrics for assignments. (e.g. flashy images, interesting and larger font, altering the language somewhat, condensing one outcome into one concise handout)

2. Plan explicit socialization around the GLOs via “GLO-nitiatives” in Admissions, Summer Bridge, SGA, Student Engagement, Student Clubs, Alternative Spring Break Opportunities, International Education, Community Days, FYE, Programs of Study

3. Communicate to students the value of Civic Engagement in terms of how it connects to their career goals and to the communities of which they are a part.

4. Demonstrate to students that they can capture their experiences in ways that go beyond text on the ePortfolio, such as photos, artifacts or links that they can post to their page that provide more information on their experience - particularly with the Civic Engagement GLO, which is primarily demonstrated by engagement within the community and not necessarily within the classroom

5. Faculty, SSA’s and Career Strategists can routinely present examples of quality milestones from students’ ePortfolios that might lead to college acceptances or job prospects and thus more clearly articulate those expectations to their students.

6. Use Assessment Days to increase faculty understanding of the integration of the GLOs in a way that students can clearly articulate (for example, in a SWBAT: “Students Will Be Able To” form: https://www.teachingchannel.org/videos/making-lesson-objectives-clear). They will more clearly identify what learning is expected per assignment. When students are prompted to reflect on X assignment via ePortfolio they can look back in their notes to SWBAT and reflect on that. This will help students self-advocate in the transfer process when they may need to point out the learning objectives and outcomes they have already attained so they don’t have to needlessly repeat a course in the senior colleges and have evidence of previously addressing those skills in the ePortfolio.

7. Launch a campus-wide push for student understanding, involving alumni: “What does civic engagement mean to you?” If students can better define this outcome, perhaps they can identify concrete examples of types of civic engagement and the values and skills that characterize an “engaged citizen”
8. Utilize an ePortfolio “checklist” such as a pop-up before students close out – to help them identify which GLO is featured in that artifact so they understand, target and own their learning.

9. Provide examples of a variety of “ideal” alumni portfolios on the Guttman website to give students models that they can follow and use to pattern their own ePortfolios.
Civic Learning, Engagement & Social Responsibility GLO Team

Appendix 1: GLO Rubric

Guttman Learning Outcomes (GLO)

Guttman Community College’s learning outcomes encourage students to aim high and provide them with a framework for their entire educational experience, connecting school, college, work and life. These outcomes build on Lumina Foundation’s Degree Qualifications Profile and are informed by AAC&U’s LEAP Essential Learning Outcomes. They are an inclusive framework for a contemporary liberal education, defined not as a selected set of disciplines, but as a set of knowledge and skills for all aspects of life: school, work, citizenship, and social responsibility. They are reflective of Guttman’s mission and values.

Students will know from the time they enter Guttman that they will be expected to demonstrate progress in achieving these outcomes. Institutional learning outcomes will be addressed at the course and program level. They will be based on integrative learning in and beyond the classroom and will be assessed via students’ coursework as collected and presented in their ePortfolios.

### Civic Learning, Engagement & Social Responsibility

This category describes the knowledge and skills a student should have and demonstrate in response to diverse social, environmental and economic challenges at local, national and global levels.

<table>
<thead>
<tr>
<th>Criteria or Domain</th>
<th>Capstone 4</th>
<th>Milestones 3</th>
<th>Milestones 2</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identifies and explains his or her own cultural background, including its origins, development and assumptions.</td>
<td>Articulates complex insights about the interrelationships among self, identity, and culture.</td>
<td>Locates multiple perspectives within own cultural background and the dynamic nature of human identity.</td>
<td>Utilizes own cultural background as a lens for understanding self and makes connections of own background to others’.</td>
<td>Defines self and cultural background in basic terms.</td>
</tr>
<tr>
<td>b. Understands difference and respects diverse cultural perspectives and demonstrates how they influence interpretations of critical issues in society.</td>
<td>Understands and articulates the complexities of the term diversity and cultural perspectives of several groups (including one’s own) when applied to critical issues in society.</td>
<td>Exhibits curiosity about difference and diverse cultural perspectives and how they influence interpretations of critical issues in society.</td>
<td>Displays awareness that personal attitudes and beliefs are different from those of other cultures and communities when discussing key issues in society.</td>
<td>Expresses one-sided perspectives on key critical issues in society.</td>
</tr>
<tr>
<td>c. Describes various historical and contemporary positions on democratic values or practices, and presents his or her position on specific problems.</td>
<td>Interprets historical and contemporary issues when presented in a complex, layered context AND can recognize cross-relationships within issues.</td>
<td>Identifies and explains positions when they are presented in complex contexts OR can grasp cross-relationships within issues.</td>
<td>Describes basic and obvious historical and contemporary positions and begins to grasp complexity or interrelationships among the issues.</td>
<td>Recognizes basic and historical and contemporary perspectives.</td>
</tr>
<tr>
<td></td>
<td>Independently applies positions and is able to consider the implications of the application.</td>
<td>Independently applies positions to a historical or contemporary position accurately, but does not consider the specific implications of the application.</td>
<td>Applies positions independently to a contemporary question, but application is elementary and/or inaccurate.</td>
<td>Applies positions with support (using examples, in class, in a group) but is unable to apply positions independently to a new example.</td>
</tr>
</tbody>
</table>
**Civic Learning, Engagement & Social Responsibility continued**

*This category describes the knowledge and skills a student should have and demonstrate in response to diverse social, environmental and economic challenges at local, national and global levels.*

<table>
<thead>
<tr>
<th>Criteria or Domain</th>
<th>Capstone</th>
<th>Milestones</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. Takes an active role in a community context, such as work, service, or co-curricular activities, and examines the civic issues encountered with the insights gained from the community experience.</td>
<td>Initiates and/or leads complex or multiple civic engagement activities, accomplished by reflective insights or analysis about the aims and accomplishments of one’s actions. Provides evidence of experience in civic engagement activities, self-reflection, and a clear sense of civic background and commitment to action</td>
<td>Demonstrates independent experience and team leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one’s actions. Provides evidence in civic engagement activities and can describe what s/he has learned about self, related to his/her civic background.</td>
<td>Has clearly participated in civically focused actions and begins to reflect or describe how these actions may benefit individuals, community, and self. Evidence suggests participation in civic engagement activities are generated from expectations or course requirements rather than a sense of civic identity.</td>
<td>Has participated in some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action. Provides some evidence of experience in civic engagement but does not connect experiences to civic background.</td>
</tr>
<tr>
<td>e. Demonstrates integrity, honesty and ethical reasoning in academic and professional contexts.</td>
<td>Articulates and acknowledges multiple definitions of integrity, honesty, and ethical reasoning and applies these definitions to academic and professional work contexts.</td>
<td>Integrates emerging self-created definitions of integrity, honesty, and ethical reasoning and begins to articulate and within academic and professional contexts.</td>
<td>Explores own definitions of academic integrity, honesty, and ethical reasoning and begins to acknowledge how their emerging personal beliefs may differ with what others tell them to believe.</td>
<td>Demonstrates willingness to build upon own existing definitions of academic and professional integrity, honesty, and ethical reasoning.</td>
</tr>
</tbody>
</table>
## Civic GLO Assessment Data: January 2015

<table>
<thead>
<tr>
<th>Civic Learning, Engagement &amp; Social Responsibility GLO (December 2014)</th>
<th>Data Format</th>
<th>0 Below Benchmark</th>
<th>1 Benchmark</th>
<th>2 Milestone</th>
<th>3 Milestone</th>
<th>4 Capstone</th>
<th>No Evidence</th>
<th>Total Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic Learning A. Identifies and explains his or her own civic and cultural background, including its origins, development and assumptions</td>
<td>Number</td>
<td>15</td>
<td>29</td>
<td>21</td>
<td>8</td>
<td>4</td>
<td>5</td>
<td>82</td>
</tr>
<tr>
<td>Percentage</td>
<td>18%</td>
<td>35%</td>
<td>26%</td>
<td>10%</td>
<td>5%</td>
<td>6%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Civic Learning B. Understands and respects diversity and cross-cultural perspectives and demonstrates how they influence interpretations of key problems in politics, society or the arts</td>
<td>Number</td>
<td>5</td>
<td>22</td>
<td>30</td>
<td>15</td>
<td>4</td>
<td>6</td>
<td>82</td>
</tr>
<tr>
<td>Percentage</td>
<td>6%</td>
<td>27%</td>
<td>37%</td>
<td>18%</td>
<td>5%</td>
<td>7%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Civic Learning C. Describes various historical and contemporary positions on democratic values or practices, and presents his or her position on specific problems</td>
<td>Number</td>
<td>9</td>
<td>24</td>
<td>27</td>
<td>9</td>
<td>6</td>
<td>7</td>
<td>82</td>
</tr>
<tr>
<td>Percentage</td>
<td>11%</td>
<td>29%</td>
<td>33%</td>
<td>11%</td>
<td>7%</td>
<td>9%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Civic Learning D. takes an active role in a community context, such as work, service, or co-curricular activities, and examines the civic issues encountered with the insights gained from the community experience</td>
<td>Number</td>
<td>20</td>
<td>20</td>
<td>15</td>
<td>6</td>
<td>2</td>
<td>19</td>
<td>82</td>
</tr>
<tr>
<td>Percentage</td>
<td>24%</td>
<td>24%</td>
<td>18%</td>
<td>7%</td>
<td>2%</td>
<td>23%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Civic Learning E. Demonstrates integrity, honesty and ethical reasoning in academic and professional contexts</td>
<td>Number</td>
<td>24</td>
<td>44</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>82</td>
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<tr>
<td>Percentage</td>
<td>29%</td>
<td>54%</td>
<td>7%</td>
<td>6%</td>
<td>1%</td>
<td>2%</td>
<td>100%</td>
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<tr>
<td><strong>Total Civic Learning</strong></td>
<td><strong>Number</strong></td>
<td><strong>73</strong></td>
<td><strong>139</strong></td>
<td><strong>99</strong></td>
<td><strong>43</strong></td>
<td><strong>17</strong></td>
<td><strong>39</strong></td>
<td><strong>410</strong></td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td><strong>18%</strong></td>
<td><strong>34%</strong></td>
<td><strong>24%</strong></td>
<td><strong>10%</strong></td>
<td><strong>4%</strong></td>
<td><strong>10%</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>
## Appendix 3: Action Plan and Recommendations

### Action Plan: Integration of Recommendations

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>RECOMMENDATIONS</th>
<th>Responsible Party (suggestions)</th>
<th>Resource Needs</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rubric &amp; Assessment</td>
<td>I. Create a badging certification system with criteria for certification. (6.A.1)</td>
<td>Manny, OSE, IT, CCE</td>
<td>Mozilla Foundation open badge project or Purdue Passport</td>
<td>Fall 2015?</td>
</tr>
<tr>
<td></td>
<td>II. Examine and adapt some best practices of civic engagement models collected in this GLO’s ePortfolio (6.A.2)</td>
<td>Curriculum Committee volunteer ad hoc working group facilitated time and discussion during Assessment Days</td>
<td>N/A</td>
<td>6/1/2015 Assessment Day</td>
</tr>
<tr>
<td></td>
<td>III. Revise Civic Engagement rubric criterion (6.A.3)</td>
<td>Volunteers from Civic Engagement GLO Team</td>
<td>N/A</td>
<td>Spring 1 2015</td>
</tr>
<tr>
<td></td>
<td>IV. Revise Civic Engagement criterion (a) (6.A.4)</td>
<td>Volunteers from Civic Engagement GLO Team</td>
<td>N/A</td>
<td>Spring 1 2015</td>
</tr>
<tr>
<td>Curricular</td>
<td>I. Provide students with individualized guidance in addressing GLOs by revisiting the Studio curriculum (6.B.7)</td>
<td>Ariana, Rejitha and Danny (and Peer Mentors)</td>
<td></td>
<td>Fall 1 2015</td>
</tr>
<tr>
<td>CATEGORY</td>
<td>RECOMMENDATIONS</td>
<td>Responsible Party (suggestions)</td>
<td>Resource Needs</td>
<td>Timeline</td>
</tr>
<tr>
<td>----------</td>
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</tr>
<tr>
<td>Curricular</td>
<td>II. Encourage faculty to intentionally scaffold assignments across the Civic Engagement GLO rubric. Assignments in Programs of Study could be mapped so that they are scaffolded from specific criteria targeted in year 1 to year 2. Each Program of Study find ways to incorporate Civic Engagement opportunities into their respective curricula and require students to reflect on their learning in ePortfolio (6.A.7, 6.B.8)</td>
<td>All Program Coordinators and Team Leaders in guided session with members of this GLO Team</td>
<td>Funded Summer Working Group (2 days)</td>
<td>Summer 2015</td>
</tr>
<tr>
<td>Curricular</td>
<td>III. Provide resources for faculty to explore the design of civic engagement/social responsibility activities in each course to include assignments that 1.) capture student’s learning; 2.) ask students to reflect on learning using prompts 3.) can be measured against the Civic Engagement GLO rubric (6.B.3)</td>
<td>Faculty in FYE and faculty in Programs of Study</td>
<td>Funded Summer Working Group (2 days)</td>
<td>Summer 2015 Admissions Events and Summer Bridge and/or Dedicated time in House meetings and Program of Study meeting time</td>
</tr>
<tr>
<td>CATEGORY</td>
<td>RECOMMENDATIONS</td>
<td>Responsible Party (suggestions)</td>
<td>Resource Needs</td>
<td>Timeline</td>
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<tr>
<td>----------</td>
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</tr>
<tr>
<td>Curricular</td>
<td>IV. Program Coordinators and interested faculty teaching in the Programs of Study can participate in “Departmental Engagement at the Crossroads” Workshop with Dr. Kevin Kecskes, April 7th- St. John's University, Manhattan Campus 10:00am-3:00pm. $85 per institution. [<a href="http://events.r20.constantcontact.com/register/event?oeidk=a07eag7uaf1ae1e27f&amp;llr=giu4rpfab">http://events.r20.constantcontact.com/register/event?oeidk=a07eag7uaf1ae1e27f&amp;llr=giu4rpfab</a>] (6.B.1)</td>
<td>Cancelled N/A The GLO Team is actively looking for an alternative and similar workshop opportunity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curricular</td>
<td>V. Expand existing Civic Engagement ePortfolio so that it becomes a “Bank” that all faculty, staff can access that lists examples of assignments, guest speakers, community-based organizations, workshops, internships, etc. that can be integrated into our work.</td>
<td>Volunteers from GLO Team and eTerns</td>
<td></td>
<td>Spring 1, 2015 and ongoing</td>
</tr>
<tr>
<td>Curricular</td>
<td>VI. Prioritize these recommendations for implementation by sending program coordinators and interested faculty to in the Mid-Atlantic Engagement Academy, “Departmental Engagement at the Crossroads” Workshop, May 27 to 29, 2015 in Newark, NJ</td>
<td>Program Coordinators</td>
<td>Funding</td>
<td>April 2016</td>
</tr>
<tr>
<td>CATEGORY</td>
<td>RECOMMENDATIONS</td>
<td>Responsible Party (suggestions)</td>
<td>Resource Needs</td>
<td>Timeline</td>
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</tr>
<tr>
<td>VII.</td>
<td>Offer workshops about best practices for teaching and learning with ePortfolio for faculty teaching in the Programs of Study courses (6.B.2)</td>
<td>This recommendation is already being addressed by Laura and Kristina and Nate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIII.</td>
<td>Expand existing Civic Engagement ePortfolio as a “Bank” that faculty, staff can access that lists examples of assignments, guest speakers, community-based organizations, workshops, internships, etc. (6.B.5)</td>
<td>Faculty, OPCE, Claire, Bruce (Claire is beginning to provide Bruce with materials for Partnerships tab of Guttman website and Civic Engagement ePortfolio can be linked</td>
<td></td>
<td>Spring 1, 2015 and ongoing</td>
</tr>
<tr>
<td>Logistical</td>
<td>Faculty, staff, administration must collectively build a “documentary culture” of e–Portfolio showcasing from summer Admissions events through capstone, in faculty and student engagement staff hiring. (6.C.1)</td>
<td>Sophea, Admissions Peer Mentors, OAA, OSE Search teams</td>
<td>Provide suggested leads with suggested ePortfolios that convey best practices Make a quick video that can be shown during Admissions events?</td>
<td>Summer 2015 - Admissions Events and Summer Bridge</td>
</tr>
<tr>
<td>CATEGORY</td>
<td>RECOMMENDATIONS</td>
<td>Responsible Party (suggestions)</td>
<td>Resource Needs</td>
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<td>Logistical</td>
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<td>Faculty, SSAs and Career Strategists, Peer Mentors, eTerns</td>
<td></td>
<td>Fall 1, 2015 Periodic student-led and alumni-led workshops for students</td>
</tr>
<tr>
<td></td>
<td>III. Incentivize student curation of ePortfolios through digital badging and convocation and graduation exceptional ePortfolio awards OR determine how evidence of civic engagement be a graduation requirement (6.A.9, 6.C.3)</td>
<td>[see badging above], LaToya, Linda, Curriculum Committee, College Council</td>
<td></td>
<td>Fall 1, 2015</td>
</tr>
<tr>
<td></td>
<td>IV. Redesign ePortfolio template to include a section called &quot;How I GLO&quot; with pages for each of the five GLOs, building periodic curricular opportunities throughout the college experience dedicated to culling these artifacts in LaBBS or Studio. In the second year, the Capstone course can require intentional reflection and connection of assignments to GLOs as part of the grade. (6.A.5, 6.C.4)</td>
<td>Laura, Kristina, eTerns, SSAs, Peer Mentors, Grad Coordinators, capstone instructors</td>
<td></td>
<td>Spring 2015</td>
</tr>
<tr>
<td>CATEGORY</td>
<td>RECOMMENDATIONS</td>
<td>Responsible Party (suggestions)</td>
<td>Resource Needs</td>
<td>Timeline</td>
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<td>Logistical</td>
<td>V. Help students capitalize on technologies that they’re already using. For example, incorporate a consistent hashtag in the ePortfolio that can also be used with Facebook/Instagram/Twitter posts when they are engaging in an experience related to the Civic Engagement GLO. (6.C.5)</td>
<td>Laura, Kristina, eTerns</td>
<td></td>
<td>Fall 1, 2015</td>
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<tr>
<td>Communication</td>
<td>I. Create student-friendly rubrics, including definitions and examples where needed, that could be distributed in Summer Bridge, LABSS, Studio and parts of which could be integrated into courses, via syllabi, or as scoring rubrics for assignments (e.g., flashy images, interesting and larger font, altering the language somewhat, condensing one outcome into one concise handout). (6.D.1)</td>
<td>Laura during Assessment Days</td>
<td></td>
<td>Spring 2015</td>
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<td>II. Plan explicit socialization around the GLO’s via “GLO-nitiatives” in Admissions, Summer Bridge, SGA, Student Engagement, Student Clubs, Alternative Spring Break Opportunities, International Education, Community Days, FYE, Programs of Study. (6.D.2)</td>
<td>Sophea, Nate, Manny, SGA President, Carolee and Dean Pryor, Katie, Claire, Lori, Alia, Marcus, Nicola, Karla, Nicole, Laura, Naveen</td>
<td>Funds for food and prizes</td>
<td>Fall 1, 2015</td>
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<tr>
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<td>III. Communicate to students the value of Civic Engagement in terms of how it connects to their career goals and to the communities of which they are a part. (6.D.3)</td>
<td>Career Strategists, Program of Study faculty, alumni, OPCE staff</td>
<td></td>
<td>Spring 2, 2015</td>
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<td>IV. Encourage students to upload photos, artifacts or links, not just text on their ePortfolios, which provide more information on their experience. (6.D.4)</td>
<td>eTerns</td>
<td></td>
<td>Spring 1, 2015</td>
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<td>V. Faculty, SSA’s and Career Strategists can routinely present examples of quality milestones from students’ ePortfolios that might lead to college acceptances or job prospects and thus more clearly articulate those expectations to their students. (6.D.5)</td>
<td>faculty, SSA’s, Career Strategists, OPCE, alumni</td>
<td></td>
<td>Spring 1, 2015</td>
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<td>VI. Use Assessment Days to increase faculty understanding of the integration of the GLOs in a way that students can clearly articulate (6.D.6)</td>
<td>faculty volunteer to lead session</td>
<td></td>
<td>June Assessment Days or pre-Fall 1 faculty sessions or Fall 2015 Assessment Day</td>
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### Civic Learning, Engagement & Social Responsibility GLO Team

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Communication</strong></td>
<td>VII. Launch a campus-wide push for student understanding, involving alumni: “What does civic engagement mean to you?” (6.D.7)</td>
<td>SGA, OSE, OPCE, alumni</td>
<td>Make a video, make a hashtag that alumni can use to display their answers to this question</td>
<td>Spring 1, 2015 Begin promoting with students who will be graduating in June 2015</td>
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<td></td>
<td>VIII. Include an ePortfolio “checklist” in a pop-up before students close out – to help them identify which GLO is featured in that artifact. (6.D.8)</td>
<td>IT, Laura</td>
<td></td>
<td>Spring 1, 2016</td>
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<td>IX. Provide examples of a variety of “ideal” alumni portfolios on the Guttman website to give students models that they can follow and use to pattern their own ePortfolios. (6.D.9)</td>
<td>Bruce, students, Laura</td>
<td></td>
<td>Fall 1, 2015</td>
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