

RESULTS FROM PILOT ASSESSMENT OF RESPONSIBLE CITIZENSHIP FALL 2010

Summary

A pilot study of the Responsible Citizenship core competency was conducted in 12 sections of Freshman Orientation Seminar (FOS) during the Fall 2010 semester. The benefits of using these sections of FOS included access to these sections provided by one of the co-chairs of the Responsible Citizenship committee and the skills listed on the Responsible Citizenship rubric are taught in FOS.

A total of 145 students were assessed on the rubric. The assessment tools used were the Responsible Citizenship rubric (see Appendix A) and the Responsible Citizenship student survey (see Appendix B), both developed by the Responsible Citizenship Subcommittee made up of CCP faculty, administrators, and a student. The faculty rubric was administered once during week 14, and the student survey was administered twice (during week 7 and during week 14). Not all sections undertook all three assessment elements: eleven sections administered the student survey in week 7, nine sections administered the student survey in week 14, and eight sections administered the rubric. The faculty members teaching these sections were a combination of counseling faculty members, English faculty members, and one Math faculty member.

The purpose of these assessments was to: (a) pilot test the rubric; (b) assess students' levels of competence on the elements of Responsible Citizenship; (c) discover any relationship between the way in which students perceived themselves and the way in which their professors

perceived them on responsible citizenship skills; and (d) determine if student perceptions changed in any way as the semester progressed.

The skills assessed on the Responsible Citizenship rubric fall into three overarching categories: **Self-Management, Integrity, and Understanding Diverse Perspectives**. The rubric consists of three skills for each of the three overarching categories, nine in total. These nine skills are as follows:

1. Student takes responsibility through good class attendance, punctuality, and preparation
2. Student demonstrates positive interpersonal skills, such as cooperation, speaking and acting respectfully to faculty and fellow students, and courtesy in the classroom and college community
3. Student prioritizes the tasks of the class and completes them in a timely manner, as well as manages competing obligations and multiple roles
4. Student does one's own work and avoids any type of academic dishonesty including cheating or plagiarism
5. Student is proactive about learning, as evidenced by taking ownership of one's education, having pride in one's work, seeking help when needed, and striving for excellence
6. Student acts respectfully when receiving feedback from others and reflects a professional attitude and disposition both in the classroom and college community
7. Student acknowledges what another person is communicating in a respectful manner
8. Student demonstrates an understanding of how different experiences shape our values, opinions, and beliefs
9. Student is considerate of how his/her responses will be interpreted by others

Faculty members were asked to rank the frequency with which their students demonstrated these skills on a 4-point Likert scale (Seldom=1, Occasionally=2, Frequently=3,

and Always=4). Designations of Frequently and Always are considered at or above the competency level.

The student survey, designed to examine student's perceptions of their own Responsible Citizenship skills, consists of 34 questions in total, 29 of which ask the students to rate themselves on a 4-point Likert scale ranging from Never to Always or Not Important to Very Important, depending on the question. Average scores from the student survey were calculated for each dimension of the faculty rubric such that the Likert scale questions in the range 1 through 16 corresponded with Self-Management, 17 through 27 corresponded with Integrity and 28 through 34 corresponded with Understanding Diverse Perspectives.

Results for each of the nine skills from **the rubric** are presented later in the document and include the following:

- The number of students at each competency level for each skill
- The percentage of students above and below competency for each skill
- Number of students in each competency level overall (for all skills)
- Percentage of students above and below competency level overall (for all skills)
- Mean and median student scores for each skill and for overall competency scores
- Individual student scores on each skill (see Appendix C)
- Individual student overall competency scores (see Appendix C)
- The number of students at each competency level for each skill in each class section (see Appendix D)

Results from **the student survey** presented in the document include:

- A comparison of mean scores for each of the nine skills between the student survey and the faculty rubric.
- Correlations between student survey results from week 7 and those from week 14 on the three major dimensions of Responsible Citizenship.

Based on the rubric scores, the highest percentages of students are above competency on Skill 4: **“Student does one’s own work and avoids any type of academic dishonesty including cheating or plagiarism”** (79%) and Skill 7: **“Student acknowledges what another person is communicating in a respectful manner”** (79%). The lowest percentage of students were above competency for Skill 5: **“Student is proactive about learning, as evidenced by taking ownership of one’s education, having pride in one’s work, seeking help when needed, and striving for excellence”** (51%), Skill 3: **“Student prioritizes the tasks of the class and completes them in a timely manner, as well as manages competing obligations and multiple roles”** (52%), and Skill 1: **“Student takes responsibility through good class attendance, punctuality, and preparation”** (54%).

Overall Responsible Citizenship competency scores were calculated by averaging competency levels across skills for each student. Overall, 70% of students were at or above competency level in Responsible Citizenship, while the remaining 30% of students were below competency level.

The student survey results show that students scored themselves higher than the faculty scored them on seven of the nine skills. The two skills for which faculty scored their students higher than the students scored themselves both fell under the “Understanding Diverse Perspectives” dimension: Skill 7: “Student acknowledges what another person is communicating in a respectful manner” and Skill 8: “Student demonstrates an understanding of how different experiences shape our values, opinions, and beliefs.”

Limitations of the Study

While assessing students taking FOS in their first semester at CCP brings the core competency of Responsible Citizenship to their attention at an early stage in their college career,

it also creates a limitation in that FOS students are not a representative sample of first-year students. Therefore, these results can only be applied to the impact of FOS in developing Responsible Citizenship.

The Responsible Citizenship committee felt strongly that it was important for students to actively participate in the process by filling out the student survey. However, students tended to rate themselves high on the measure developed which may limit its usefulness.

Results by Specific Skill from Faculty Rubric

Faculty from eight sections completed a rubric assessing their students on the nine skills that defined the College’s Responsible Citizenship competency. For Skill 1, “**Student takes responsibility through good class attendance, punctuality, and preparation,**” 22 students (15%) were assessed as always demonstrating this skill, 57 students (39%) were assessed as frequently demonstrating this skill, 36 students (25%) were assessed as occasionally demonstrating this skill, and 30 students (21%) were assessed as seldom demonstrating this skill. Therefore, 54% of students were at or above competency level. (See Figures 1 and 2).

Figure 1

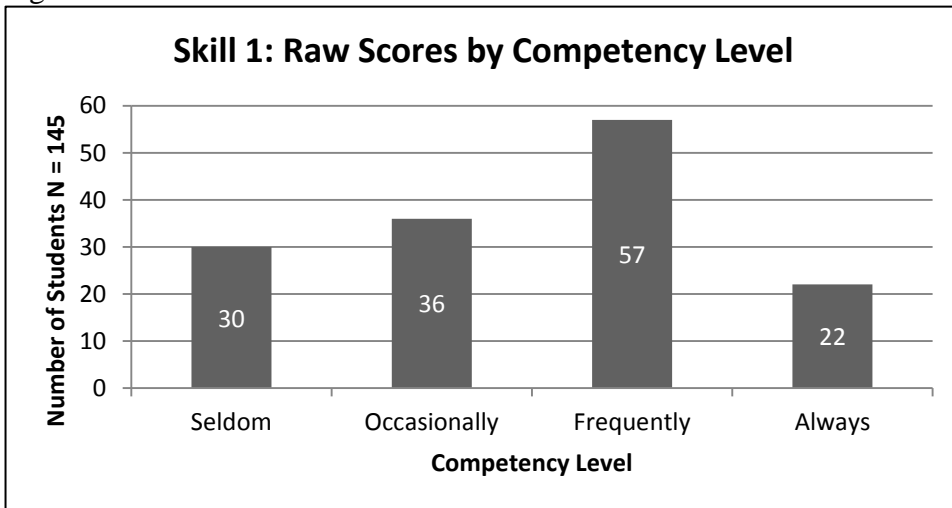
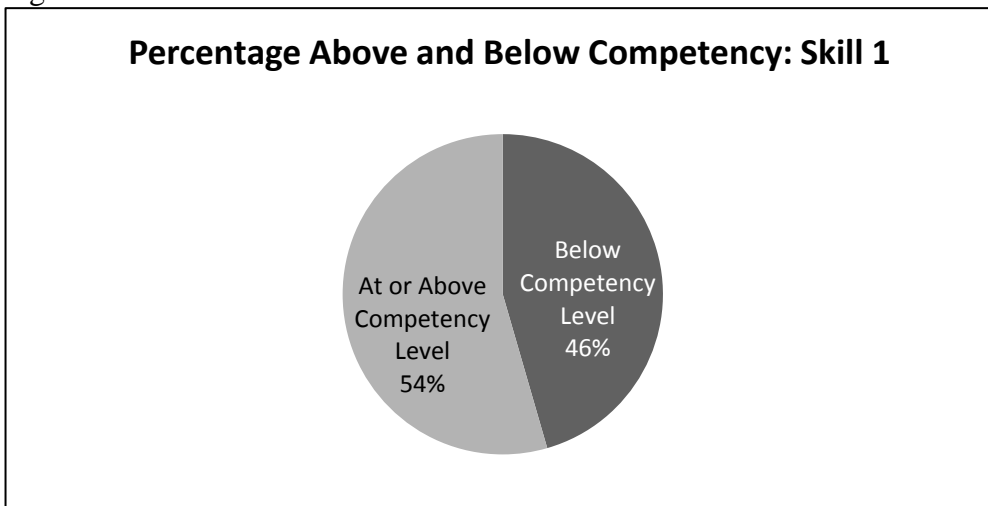


Figure 2



For Skill 2, “**Student demonstrates positive interpersonal skills, such as cooperation, speaking and acting respectfully to faculty and fellow students, and courtesy in the classroom and college community,**” 50 students (34.8%) were assessed as always demonstrating this skill, 44 students (30.3%) were assessed as frequently demonstrating this skill, 39 students (27%) were assessed as occasionally demonstrating this skill, and 12 students (8%) were assessed as seldom demonstrating this skill. Therefore, 65% of students were at or above competency level. (See Figures 3 and 4).

Figure 3

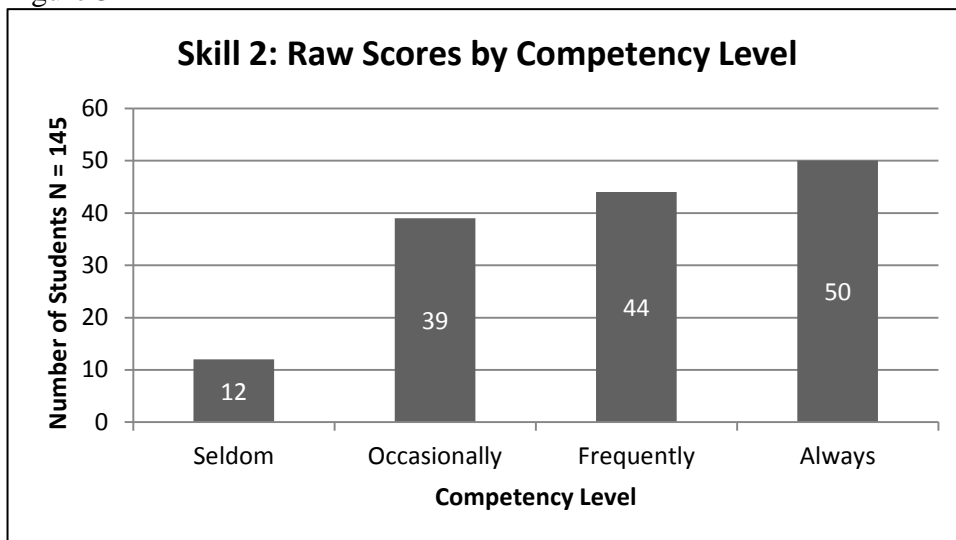
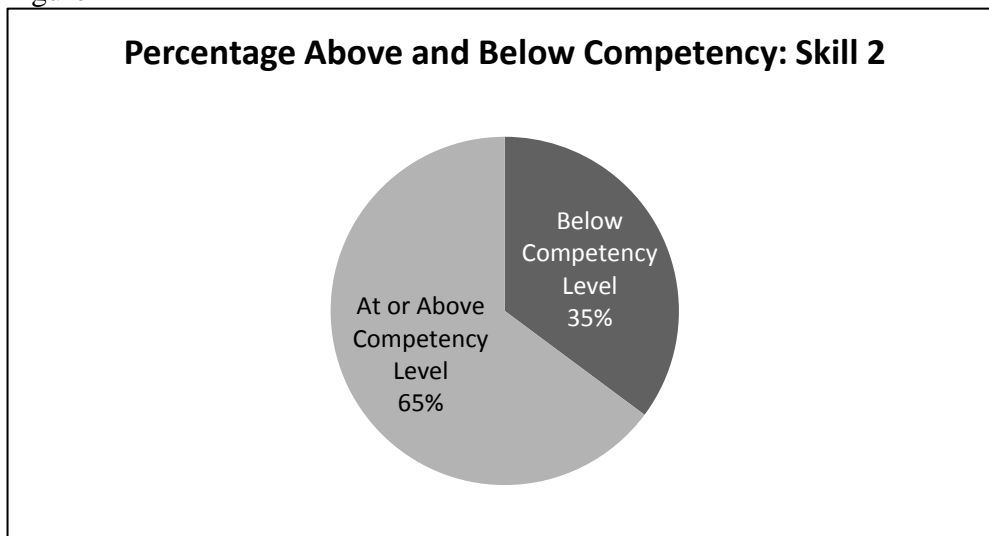


Figure 4



For Skill 3, “**Student prioritizes the tasks of the class and completes them in a timely manner, as well as manages competing obligations and multiple roles,**” 25 students (17%) were assessed as always demonstrating this skill, 51 students (35%) were assessed as frequently demonstrating this skill, 37 students (26%) were assessed as occasionally demonstrating this skill, and 32 students (22%) were assessed as seldom demonstrating this skill. Therefore, 52% of students were at or above competency level. (See Figures 5 and 6).

Figure 5

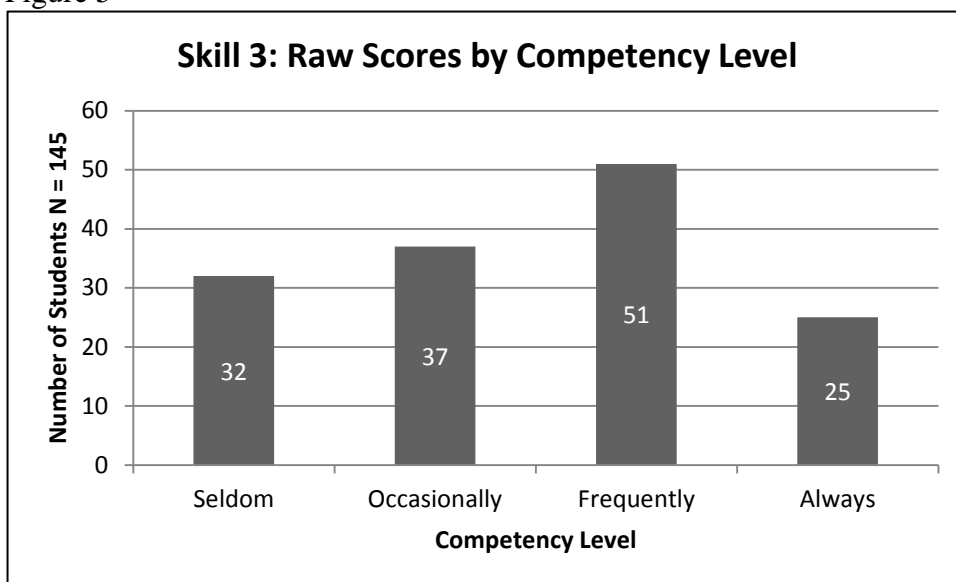
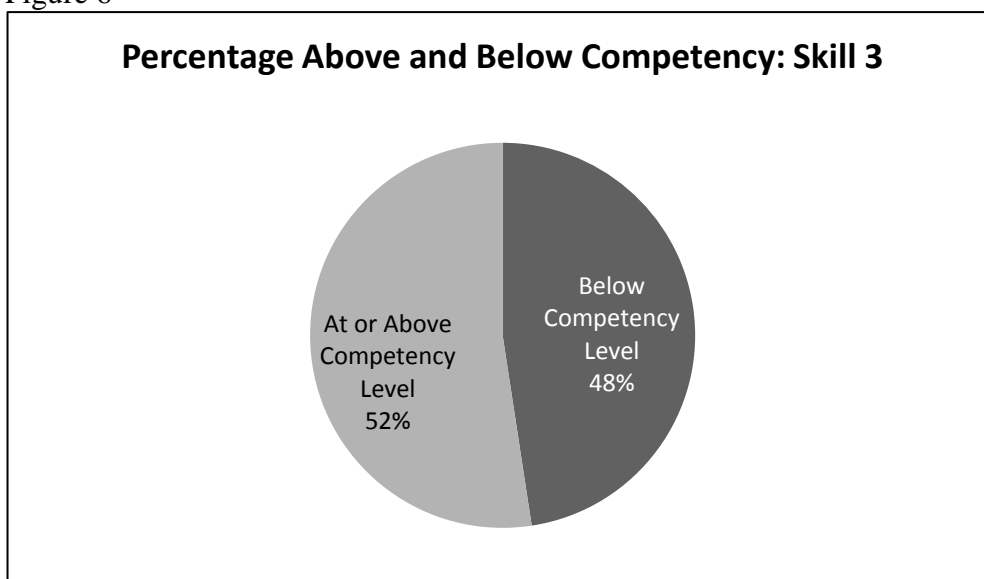


Figure 6



For Skill 4, “Student does one’s own work and avoids any type of academic dishonesty including cheating or plagiarism,” 72 students (51%) were assessed as always demonstrating this skill, 39 students (28%) were assessed as frequently demonstrating this skill, 24 students (17%) were assessed as occasionally demonstrating this skill, and 6 students (4%) were assessed as seldom demonstrating this skill. Therefore, 79% of students were at or above competency level. (See Figures 7 and 8).

Figure 7

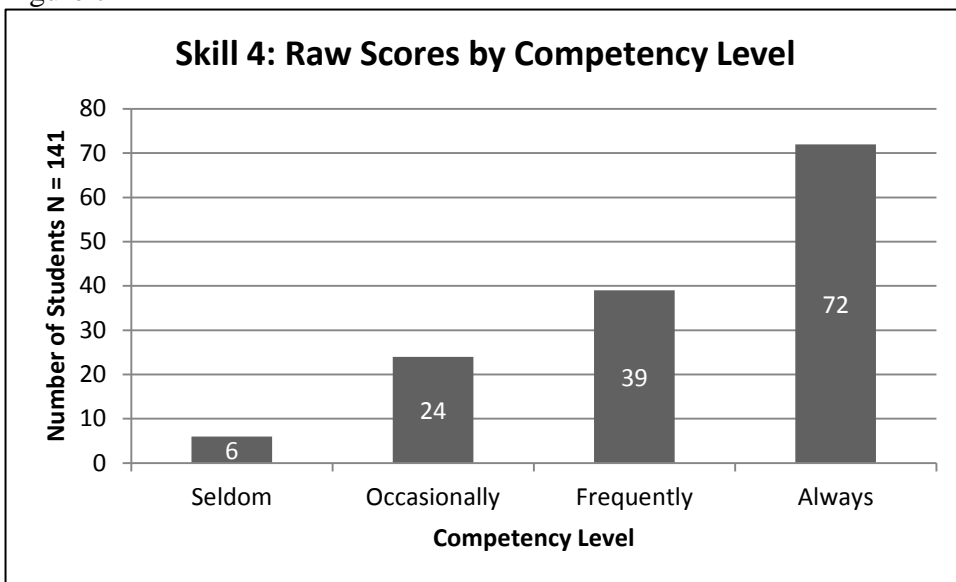
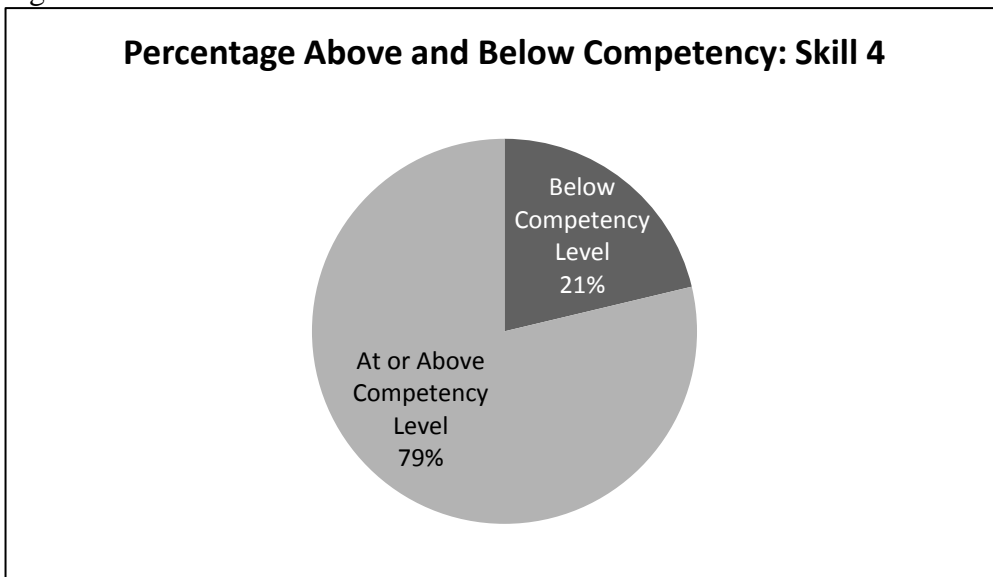


Figure 8



For Skill 5, “**Student is proactive about learning, as evidenced by taking ownership of one’s education, having pride in one’s work, seeking help when needed, and striving for excellence,**” 30 students (20.8%) were assessed as always demonstrating this skill, 44 students (30.5%) were assessed as frequently demonstrating this skill, 39 students (27%) were assessed as occasionally demonstrating this skill, and 31 students (22%) were assessed as seldom demonstrating this skill. Therefore, 51% of students were at or above competency level. (See Figures 9 and 10).

Figure 9

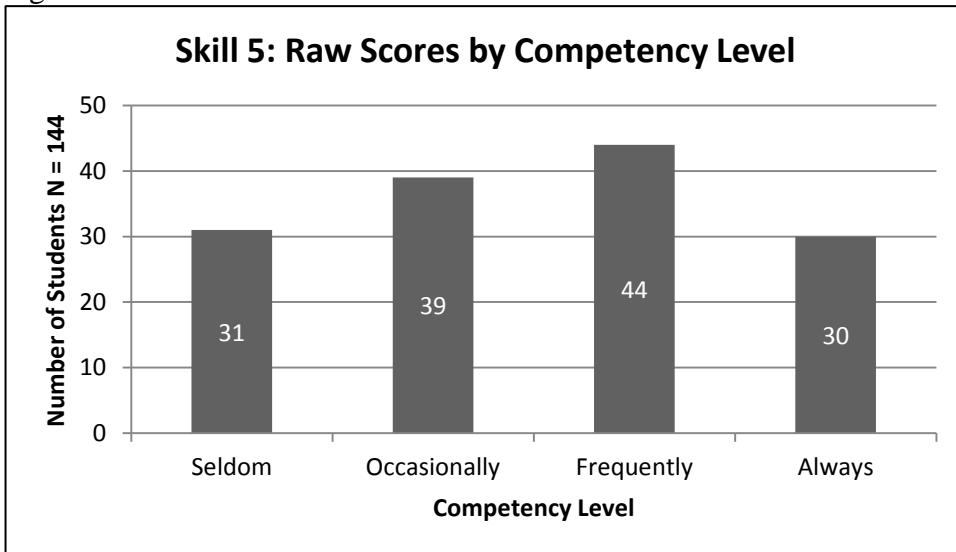
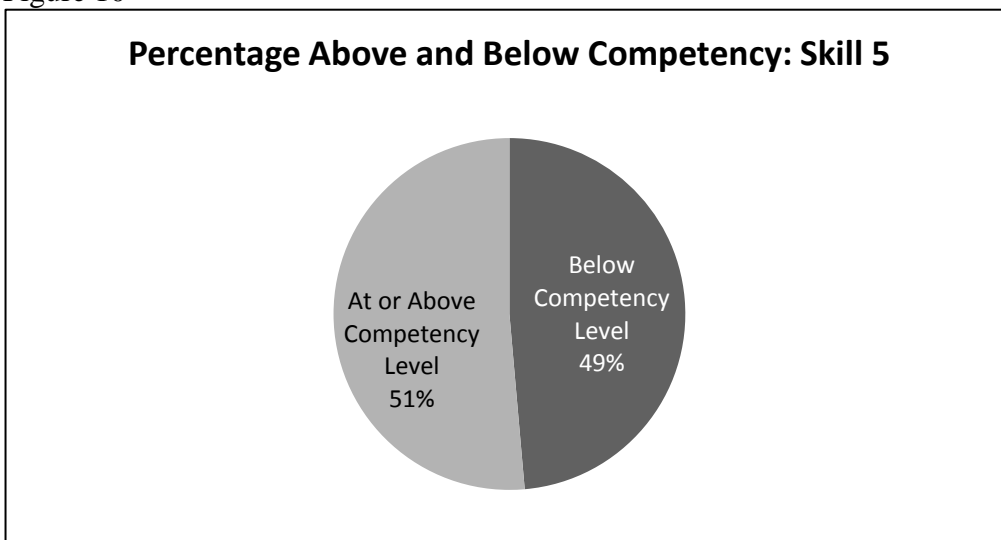


Figure 10



For Skill 6, “**Student acts respectfully when receiving feedback from others and reflects a professional attitude and disposition both in the classroom and college community,**” 65 students (46%) were assessed as always demonstrating this skill, 40 students (28%) were assessed as frequently demonstrating this skill, 25 students (18%) were assessed as occasionally demonstrating this skill, and 11 students (8%) were assessed as seldom demonstrating this skill. Therefore, 74% of students were at or above competency level. (See Figures 11 and 12).

Figure 11

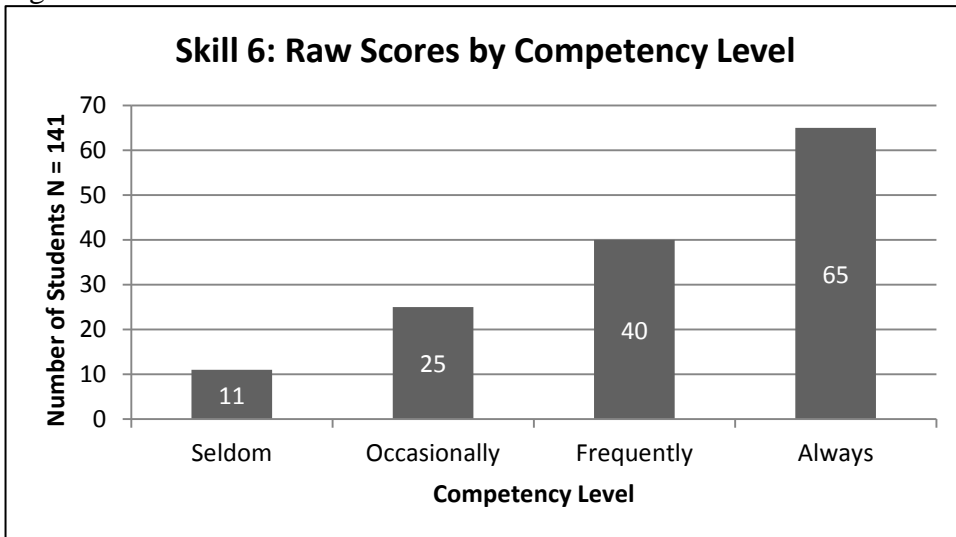
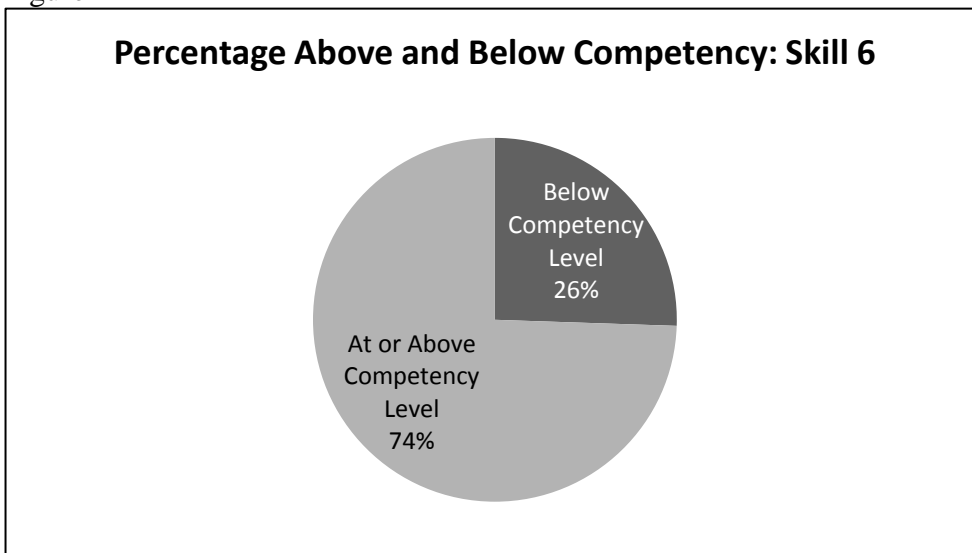


Figure 12



For Skill 7, “**Student acknowledges what another person is communicating in a respectful manner,**” 59 students (42%) were assessed as always demonstrating this skill, 53 students (37%) were assessed as frequently demonstrating this skill, 19 students (13%) were assessed as occasionally demonstrating this skill, and 11 students (8%) were assessed as seldom demonstrating this skill. Therefore, 79% of students were at or above competency level. (See Figures 13 and 14).

Figure 13

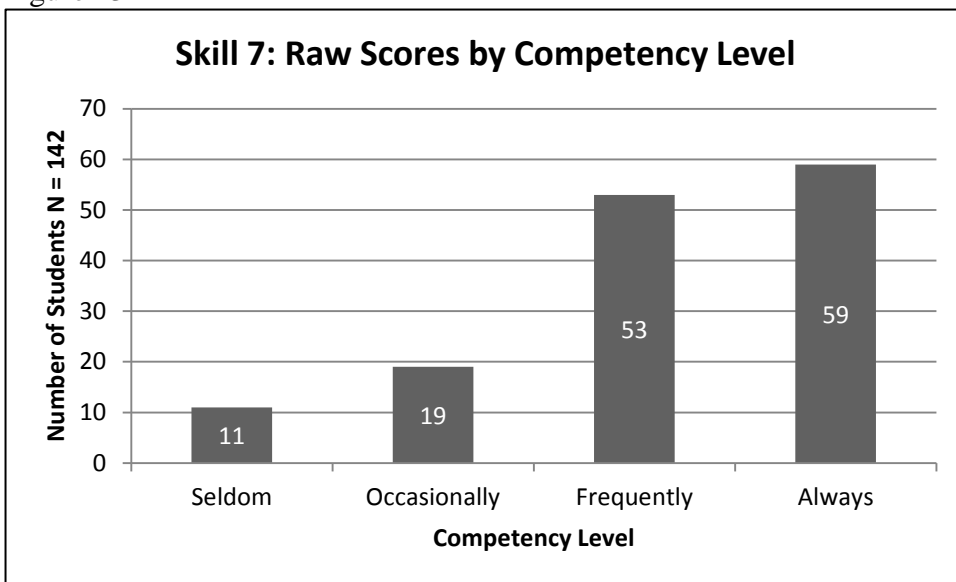
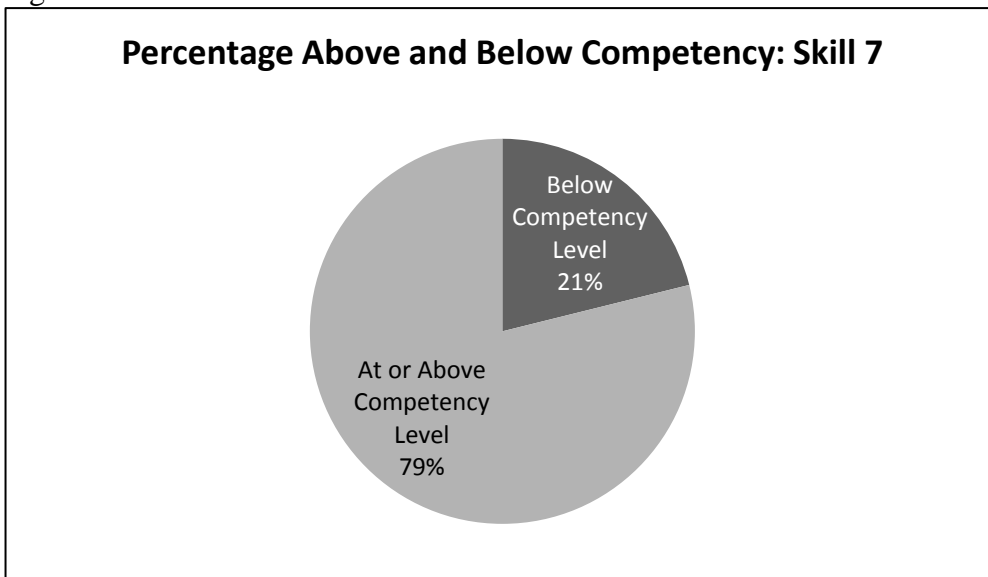


Figure 14



For Skill 8, “**Student demonstrates an understanding of how different experiences shape our values, opinions, and beliefs,**” 45 students (32%) were assessed as always demonstrating this skill, 57 students (40%) were assessed as frequently demonstrating this skill, 29 students (21%) were assessed as occasionally demonstrating this skill, and 10 students (7%) were assessed as seldom demonstrating this skill. Therefore, 72% of students were at or above competency level. (See Figures 15 and 16).

Figure 15

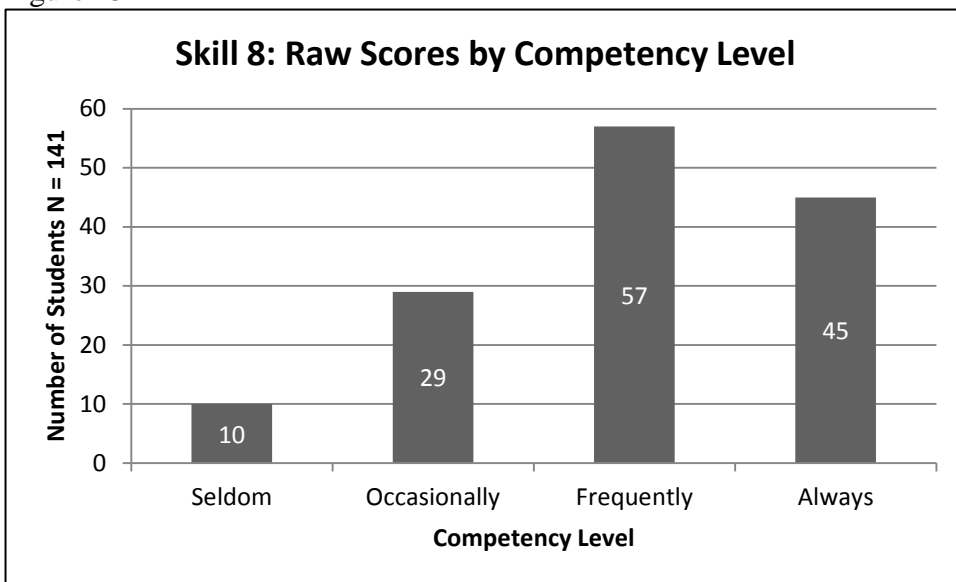
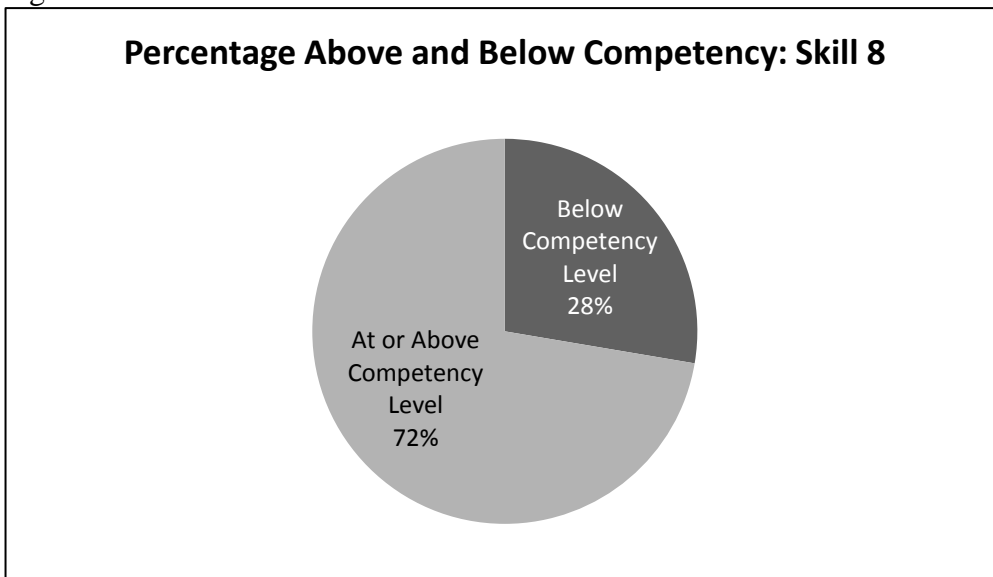


Figure 16



For Skill 9, “**Student is considerate of how his/her responses will be interpreted by others,**” 58 students (41%) were assessed as always demonstrating this skill, 46 students (33%) were assessed as frequently demonstrating this skill, 28 students (20%) were assessed as occasionally demonstrating this skill, and 9 students (6%) were assessed as seldom demonstrating this skill. Therefore, 74% of students were at or above competency level. (See Figures 17 and 18).

Figure 17

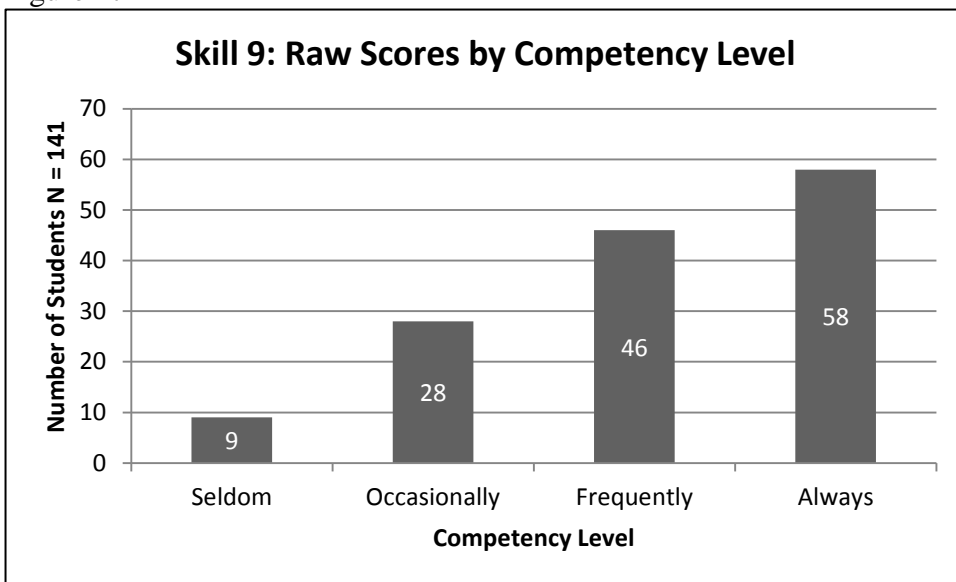
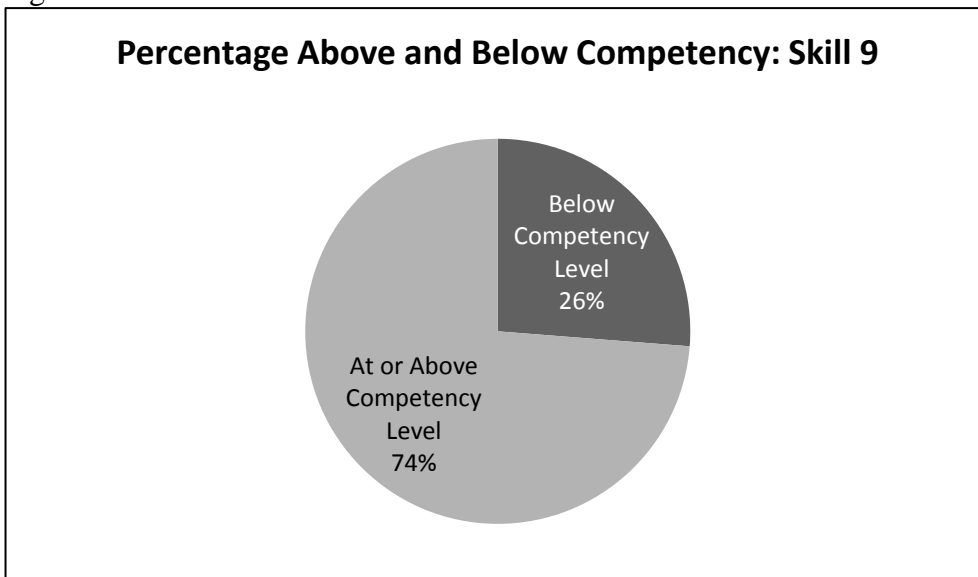


Figure 18



Figures 19 and 20 show that of the nine skills assessed by the Responsible Citizen rubric, a majority of the students are performing above competency on all nine skills. The highest percentages of students are above competency on Skill 4: **“Student does one’s own work and avoids any type of academic dishonesty including cheating or plagiarism”** (79%) and Skill 7: **“Student acknowledges what another person is communicating in a respectful manner”** (79%). The lowest percentage of students were above competency for Skill 5 **“Student is proactive about learning, as evidenced by taking ownership of one’s education, having pride in one’s work, seeking help when needed, and striving for excellence”** (51%) , Skill 3: **“Student prioritizes the tasks of the class and completes them in a timely manner, as well as manages competing obligations and multiple roles”** (52%), and Skill 1: **“Student takes responsibility through good class attendance, punctuality, and preparation”** (54%).

Figure 19

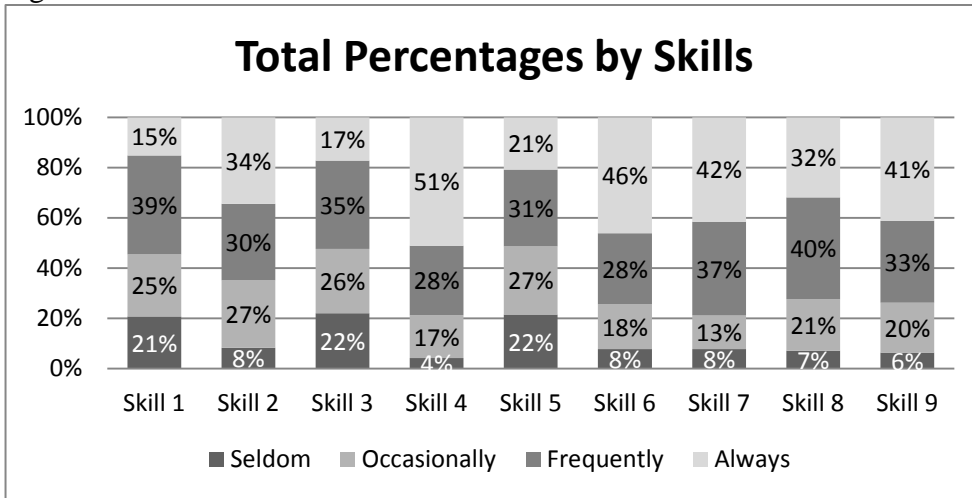
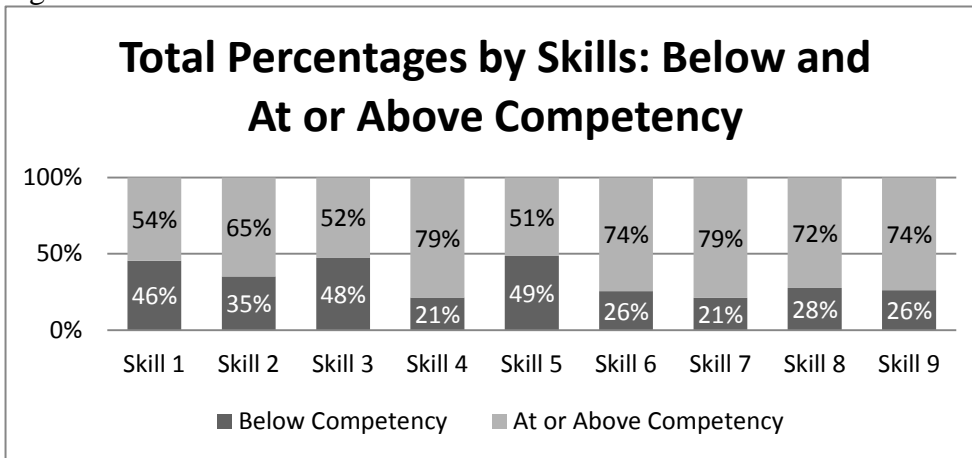


Figure 20



Key:

Skill 1: Student takes responsibility through good class attendance, punctuality, and preparation

Skill 2: Student demonstrates positive interpersonal skills, such as cooperation, speaking and acting respectfully to faculty and fellow students, and courtesy in the classroom and college community

Skill 3: Student prioritizes the tasks of the class and completes them in a timely manner, as well as manages competing obligations and multiple roles

Skill 4: Student does one's own work and avoids any type of academic dishonesty including cheating or plagiarism

Skill 5: Student is proactive about learning, as evidenced by taking ownership of one's education, having pride in one's work, seeking help when needed, and striving for excellence

Skill 6: Student acts respectfully when receiving feedback from others and reflects a professional attitude and disposition both in the classroom and college community

Skill 7: Student acknowledges what another person is communicating in a respectful manner

Skill 8: Student demonstrates an understanding of how different experiences shape our values, opinions, and beliefs

Skill 9: Student is considerate of how his/her responses will be interpreted by others

The average and median competency scores were calculated for each skill on the Responsible Citizenship rubric, as well as an overall score for all students, and are shown in Table 1 below.

Table 1. Mean and median scores for each skill

Skill	Mean Score	Median Score
Student takes responsibility through good class attendance, punctuality, and preparation	2.48	3.00
Student demonstrates positive interpersonal skills, such as cooperation, speaking and acting respectfully to faculty and fellow students, and courtesy in the classroom and college community	2.90	3.00
Student prioritizes the tasks of the class and completes them in a timely manner, as well as manages competing obligations and multiple roles	2.48	3.00
Student does one's own work and avoids any type of academic dishonesty including cheating or plagiarism	3.26	4.00
Student is proactive about learning, as evidenced by taking ownership of one's education, having pride in one's work, seeking help when needed, and striving for excellence	2.51	3.00
Student acts respectfully when receiving feedback from others and reflects a professional attitude and disposition both in the classroom and college community	3.12	3.00
Student acknowledges what another person is communicating in a respectful manner	3.13	3.00
Student demonstrates an understanding of how different experiences shape our values, opinions, and beliefs	2.97	3.00
Student is considerate of how his/her responses will be interpreted by others	3.09	3.00
All Skills	2.88	3.11

Table 2. Score interpretation guidelines

Level	Score Range	Competency Level
Seldom	1.00-1.75	Beginning
Occasionally	1.76-2.50	Developing
Frequently	2.51-3.25	Competent
Always	3.26-4.00	Accomplished

Overall Responsible Citizenship competency scores were calculated by averaging competency levels across skills for each student. Based on the guidelines presented in Table 2, the average score across all skills, 2.88, corresponds to a skill level of Frequently, or Competent. For all competencies combined, out of the 145 students, 34.5% were considered Accomplished, 35.2% were considered Competent, 21% were rated as Developing, and 10% were on a

Beginning level (see Figure 21 for raw scores). Overall, 70% of students were at or above competency level in Responsible Citizenship, while the remaining 30% of students were below competency level (see Figure 22).

Figure 21

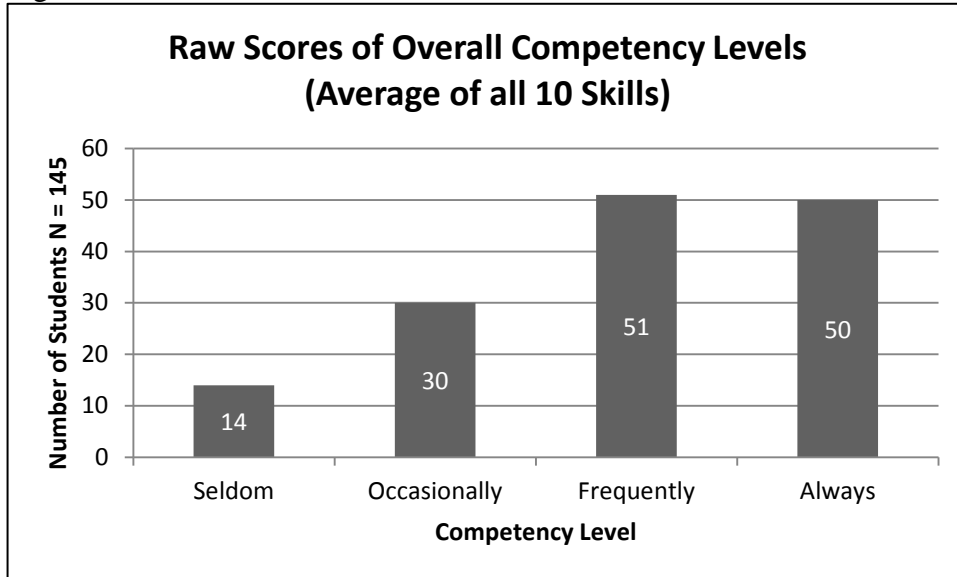
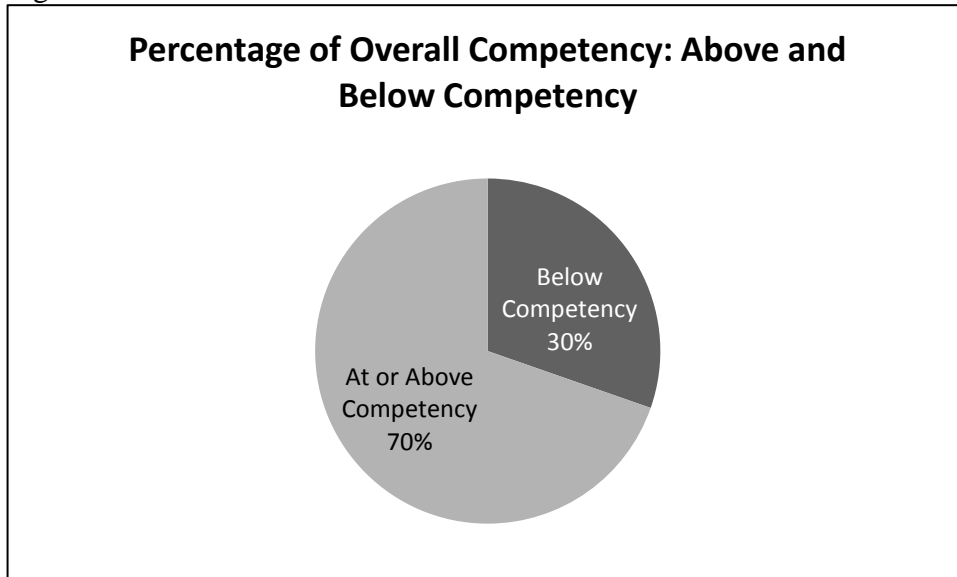


Figure 22



Student Survey Administration 1 to Student Survey Administration 2 Correlations

Correlations were completed in order to discover any relationships between how students perceived their “responsible citizenship” skills in week 7 of the Fall semester 2010 and in week 14 of the same semester. The correlation results listed below in Table 3 correspond to score pairings from 38 students out of the 145 who completed the survey at week 7 and week 14.

Table 3

Dimension	r
Self-Management	0.50
Integrity	0.63
Understanding Diverse Perspectives	0.57
Total	0.56

The overall correlation between time 1 scores and time 2 scores as shown in Table 2 was positive and moderate, indicating there was consistency in the students self-rating between the two administrations of the survey.

Findings

Based on the results from the administration of the Responsible Citizenship rubric, students scored highest on skills having to do with avoiding academic dishonesty (cheating or plagiarizing) and showing respect for the views of their peers. This finding is somewhat counter to anecdotal evidence from faculty which suggests that students either do not understand the definition of plagiarism or improperly use other sources to augment their work. Approximately half of the students scored below competency on skills relating more closely to academic work – being proactive about learning, seeking help when needed, completing tasks in a timely manner and managing competing tasks, attendance, and punctuality (Skills 1, 3 and 5). Of the three over-arching categories, students scored highest in the category of “Understanding Diverse Perspectives,” next highest in “Integrity,” and lowest in “Self-Management.”

While 70% of the FOS students surveyed scored at or above competency overall (after averaging their scores on each of the nine skills), a more accurate picture of the college's impact on skills relating to responsible citizenship would be gained if the students assessed had been in the College's environment for more than one semester. This data provides a baseline for future assessments of students who completed FOS and remain at the College.

Students rated themselves highly on all of the skills on the survey, and there was very little difference in the scores from the first administration to the second administration. Students also scored themselves higher than faculty scored them on seven of the nine skills.

Recommendations

- ⊖ Since students scored lowest in the "Self-Management" category, faculty may want to emphasize the related skills in their classes. Professional development workshops could be offered on the topic.
- The validity of the rubric could be enhanced by refining and distinguishing between skills that seem similar. (Since this assessment was completed, the Responsible Citizenship Committee has proposed changing the wording on skills 6 and 7 of the rubric to address this issue.) The Committee may also want to consider a revision that more closely aligns skills with the general education American/Global Diversity Studies requirement.
- As with all rubrics, a norming process among the faculty using the rubric would improve the reliability. There is a precedent for this at the College with norming of ESL and 098 written assignments. A similar process could be followed.
- Utilize the rubric in American/Global Diversity Studies courses which are somewhat aligned with the Responsible Citizenship competency and compare results by both

- number of total credits and number of diversity courses taken. Are students who have been at the College longer and/or have taken a greater number of diversity courses more competent as measured by the rubric? (The Responsible Citizenship Committee is already planning for this study to take place in fall 2011.)
- Given that students rated themselves highly on all of the skills on the survey, and that there was very little difference in the scores from the first administration to the second administration, this brings into question the usefulness of the data. Future assessments would do well to consider eliminating the student survey portion of the study.

**Appendix A: Responsible Citizenship Rubric
Community College of Philadelphia**

Student's Name _____

Skills:

Self-Management: Student demonstrates self-management in the requirements that come with one's role as a student in the classroom and at the college				
	Seldom	Occasionally	Frequently	Always
Student takes responsibility through good class attendance, punctuality, and preparation				
Student demonstrates positive interpersonal skills, such as cooperation, speaking and acting respectfully to faculty and fellow students, and courtesy in the classroom and college community				
Student prioritizes the tasks of the class and completes them in a timely manner, as well as manages competing obligations and multiple roles				

Integrity: Student demonstrates integrity in one's role as a student relative to other students, faculty, staff and administrators				
	Seldom	Occasionally	Frequently	Always
Student does one's own work and avoids any type of academic dishonesty including cheating or intentional plagiarism				
Student is proactive about learning, as evidenced by taking ownership of one's education, having pride in one's work, seeking help when needed, and striving for excellence				
Student acts respectfully when receiving feedback from others and reflects a professional attitude and disposition both in the classroom and college community				

Understanding Diverse Perspectives : Student demonstrates effort to understand the perspective of others and to respond to others with well-founded thoughts.				
	Seldom	Occasionally	Frequently	Always
Student acknowledges what another person is communicating in a respectful manner				
Student demonstrates an understanding of how different experiences shape our values, opinions, and beliefs				
Student is considerate of how his/her responses will be interpreted by others				

Appendix B: Student Survey

Student Survey – Responsible Citizenship Core Competency Community College of Philadelphia

Pick the statement that **best** describes your behaviors and attitudes as they relate to your experiences at the Community College of Philadelphia.

1. I am absent from class.

1	2	3	4
Never	Rarely	Frequently	Always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How important is it to you to attend class?

1	2	3	4
Not Important	Somewhat Important	Important	Very Important
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. I am late for class.

1	2	3	4
Never	Rarely	Frequently	Always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. How important is it to you to be on time for class?

1	2	3	4
Not Important	Somewhat Important	Important	Very Important
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. I come to class prepared by completing the assignments and bringing my materials (e.g., pens, notebook, textbooks).

1	2	3	4
Never	Rarely	Frequently	Always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. How important is it to you to come to class prepared by completing the assignments and bringing your materials (e.g., pens, notebooks, textbooks)?

1	2	3	4
Not Important	Somewhat Important	Important	Very Important
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. If I am unable to attend class or complete an assignment, I communicate with the professor.

1	2	3	4
Never	Rarely	Frequently	Always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. I take these following steps to insure that I will be on time for class with completed assignments and all necessary materials. (Check all that apply)

<input type="checkbox"/> I leave extra time for public transportation, traffic, and/or parking	
<input type="checkbox"/> I have a back-up plan for child-care	
<input type="checkbox"/> I complete all assignments by the night before class	
<input type="checkbox"/> I prepare all materials the night before class	
<input type="checkbox"/> I schedule classes for later in the day	
<input type="checkbox"/> I schedule classes that do not conflict with work schedules	

9. I cooperate with other students in the classroom.

1	2	3	4
Never	Rarely	Frequently	Always
[]	[]	[]	[]

10. How important to you is cooperation?

1	2	3	4
Not Important	Somewhat Important	Important	Very Important
[]	[]	[]	[]

11. I make an effort to be respectful.

1	2	3	4
Never	Rarely	Frequently	Always
[]	[]	[]	[]

12. How important to you is being respectful?

1	2	3	4
Not Important	Somewhat Important	Important	Very Important
[]	[]	[]	[]

13. I prioritize my college assignments and tasks to complete in a timely manner.

1	2	3	4
Never	Rarely	Frequently	Always
[]	[]	[]	[]

14. How important to you is prioritizing your college assignments and tasks to complete in a timely manner?

1	2	3	4
Not Important	Somewhat Important	Important	Very Important
[]	[]	[]	[]

15. I am able to effectively manage my home and school commitments.

1	2	3	4
Never	Rarely	Frequently	Always

16. How important to you is managing home and school commitments?

1	2	3	4
Not Important	Somewhat Important	Important	Very Important

17. Check the answer that best fits.

<input type="checkbox"/> I have not been taught and/or do not understand what constitutes academic honesty.	
<input type="checkbox"/> I have a basic understanding of what constitutes academic honesty.	
<input type="checkbox"/> I understand what constitutes academic honesty.	
<input type="checkbox"/> I fully understand what constitutes academic honesty and can explain it.	

18. I do my own work and avoid copying another person's work.

1	2	3	4
Never	Rarely	Frequently	Always

19. I avoid giving someone my own work.

1	2	3	4
Never	Rarely	Frequently	Always

20. I avoid cheating or being academically dishonest.

1	2	3	4
Never	Rarely	Frequently	Always

21. I avoid intentionally plagiarizing work.

1	2	3	4
Never	Rarely	Frequently	Always

22. Check all that apply.

<input type="checkbox"/> I cannot recognize when I am having trouble understanding a topic or assignment.	
<input type="checkbox"/> If I have trouble understanding a topic or an assignment, I do not seek any help.	
<input type="checkbox"/> If I have trouble understanding information or an assignment, I sometimes seek help from professors, peers, or other college resources such as the learning lab, workshops, librarians, and mentors.	
<input type="checkbox"/> I use all my resources available to make sure I fully understand a topic or assignment such as asking professors, peers, or using college resources such as the learning lab, workshops, librarians, and mentors.	

23. If I am having difficulty understanding a course topic or an assignment, I seek help from (Check all that apply):

<input type="checkbox"/> Professors	
<input type="checkbox"/> Peers	
<input type="checkbox"/> The learning lab	
<input type="checkbox"/> Workshops	
<input type="checkbox"/> Librarians	
<input type="checkbox"/> Other mentors	

24. Check the answer that best fits.

<input type="checkbox"/> I do enough work to get by in class.	
<input type="checkbox"/> I sometimes push myself to achieve more than the minimum.	
<input type="checkbox"/> I usually set high standards for myself and usually strive for excellence.	
<input type="checkbox"/> I always set high standards for myself and strive for excellence.	

25. I actively participate in class activities or discussion.

1	2	3	4
Never	Rarely	Frequently	Always

26. I act respectfully when receiving feedback.

1	2	3	4
Never	Rarely	Frequently	Always

27. I maintain a civil demeanor both inside and outside the classroom.

1	2	3	4
Never	Rarely	Frequently	Always

28. I try to acknowledge what another person is communicating verbally, in writing, physically, or emotionally.

1	2	3	4
Never	Rarely	Frequently	Always
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

29. I reflect upon how my personal experiences have shaped my values, opinions, and beliefs.

1	2	3	4
Never	Rarely	Frequently	Always
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

30. I consider how others will interpret my responses.

1	2	3	4
Never	Rarely	Frequently	Always
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

31. I acknowledge that the College is a place where different opinions are respected.

1	2	3	4
Never	Rarely	Frequently	Always
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

32. I participate in student clubs, organizations, and activities that reflect the diversity of the college.

1	2	3	4
Never	Rarely	Frequently	Always
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

33. I am aware of the Student Code of Conduct.

1	2	3	4
Never	Rarely	Frequently	Always
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

34. I understand the Student Code of Conduct.

1	2	3	4
Never	Rarely	Frequently	Always
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Appendix C: Individual Student Scores on Faculty Rubric by Skill Level and Overall Competency Scores

	Skill1	Skill2	Skill3	Skill4	Skill5	Skill6	Skill7	Skill8	Skill9	Overall
Student 1	2	3	2	4	2	3	3	2	3	2.67
Student 2	1	2	1	2	1	1	2	2	2	1.56
Student 3	2	2	3	2	3	2	2	2	3	2.33
Student 4	1	3	1	2	1	3	3	2	4	2.22
Student 5	3	2	3	2	2	2	2	3	3	2.44
Student 6	3	4	3	4	3	3	3	3	3	3.22
Student 7	3	4	3	4	4	4	4	4	4	3.78
Student 8	3	3	2	4	3	2	3	3	2	2.78
Student 9	1	2	1	4	1	2	3	-	-	2.00
Student 10	3	3	2	4	3	4	4	4	3	3.33
Student 11	1	1	1	3	1	1	1	2	2	1.44
Student 12	2	2	2	4	2	-	-	-	-	2.40
Student 13	4	4	4	4	4	4	3	3	3	3.67
Student 14	2	4	1	4	2	3	4	4	4	3.11
Student 15	3	4	3	2	3	4	3	3	4	3.22
Student 16	4	4	4	4	4	4	4	4	4	4.00
Student 17	1	1	1	3	1	1	1	1	1	1.22
Student 18	3	3	3	4	3	4	3	3	2	3.11
Student 19	4	3	4	4	4	4	4	3	4	3.78
Student 20	4	4	4	4	4	4	4	4	4	4.00
Student 21	3	4	3	3	3	4	4	3	4	3.44
Student 22	3	4	3	3	4	4	4	4	4	3.67
Student 23	3	2	2	3	2	3	3	3	3	2.67
Student 24	2	2	2	4	1	2	2	3	2	2.22
Student 25	1	1	1	1	1	-	-	-	-	1.00
Student 26	3	4	3	4	3	4	4	4	4	3.67
Student 27	3	3	1	3	3	3	3	3	4	2.89

	Skill1	Skill2	Skill3	Skill4	Skill5	Skill6	Skill7	Skill8	Skill9	Overall
Student 28	1	1	1	1	1	1	1	1	1	1.00
Student 29	1	2	1	1	1	3	3	3	3	2.00
Student 30	2	1	1	4	2	2	2	1	2	1.89
Student 31	3	4	3	4	4	4	4	4	4	3.78
Student 32	2	2	3	3	3	3	3	2	2	2.56
Student 33	1	1	1	1	1	1	1	1	1	1.00
Student 34	2	2	2	4	2	2	2	2	2	2.22
Student 35	1	3	1	2	1	2	3	2	2	1.89
Student 36	1	1	1	1	1	1	1	1	1	1.00
Student 37	3	3	4	4	4	4	4	3	3	3.56
Student 38	1	4	2	4	3	4	4	4	3	3.22
Student 39	1	1	3	4	2	1	2	2	2	2.00
Student 40	3	3	3	4	3	3	3	3	3	3.11
Student 41	4	4	4	4	4	4	4	4	4	4.00
Student 42	4	4	4	4	4	4	4	4	4	4.00
Student 43	3	4	4	4	4	4	4	4	4	3.89
Student 44	2	2	2	2	2	2	2	2	2	2.00
Student 45	3	4	3	-	3	4	4	4	4	3.63
Student 46	1	1	1	-	-	-	-	-	-	1.00
Student 47	3	3	3	4	3	3	3	3	4	3.22
Student 48	1	4	1	4	1	4	4	4	4	3.00
Student 49	2	2	2	3	2	3	3	3	3	2.56
Student 50	3	4	3	4	3	4	4	3	4	3.56
Student 51	1	2	1	1	2	2	3	2	1	1.67
Student 52	1	1	1	4	1	3	3	3	3	2.22
Student 53	2	1	3	2	2	1	1	2	2	1.78
Student 54	1	2	2	3	2	2	2	2	2	2.00
Student 55	1	2	1	4	1	4	3	2	2	2.22
Student 56	2	2	2	3	2	3	3	3	3	2.56

	Skill1	Skill2	Skill3	Skill4	Skill5	Skill6	Skill7	Skill8	Skill9	Overall
Student 57	1	2	2	2	2	2	3	2	1	1.89
Student 58	3	3	2	4	3	3	3	3	3	3.00
Student 59	1	3	3	4	3	3	3	3	3	2.89
Student 60	3	3	3	3	3	3	3	3	3	3.00
Student 61	4	3	4	4	4	4	4	4	4	3.89
Student 62	1	2	1	2	1	2	2	1	2	1.56
Student 63	4	4	3	3	2	4	4	4	4	3.56
Student 64	2	2	2	2	2	2	2	2	2	2.00
Student 65	1	3	1	4	1	4	4	4	4	2.89
Student 66	4	4	4	4	4	4	4	4	4	4.00
Student 67	2	3	2	-	2	4	4	4	4	3.13
Student 68	3	4	3	4	3	4	4	4	3	3.56
Student 69	1	1	1	4	1	2	1	1	1	1.44
Student 70	4	4	4	4	4	4	4	4	4	4.00
Student 71	4	2	4	3	3	3	4	4	4	3.44
Student 72	1	2	2	2	2	2	1	2	2	1.78
Student 73	3	3	3	4	3	4	3	2	2	3.00
Student 74	3	3	3	4	3	3	3	3	3	3.11
Student 75	3	3	3	4	3	4	4	4	4	3.56
Student 76	3	4	3	4	4	4	4	4	4	3.78
Student 77	4	4	4	4	4	4	4	4	4	4.00
Student 78	2	2	1	2	1	2	3	2	1	1.78
Student 79	2	2	2	3	1	2	4	4	4	2.67
Student 80	4	4	4	4	4	4	4	4	4	4.00
Student 81	1	4	1		1	3	4	4	4	2.75
Student 82	1	3	2	3	2	3	3	3	3	2.56
Student 83	2	3	2	2	2	3	3	2	3	2.44
Student 84	2	2	2	3	1	2	3	2	3	2.22
Student 85	3	2	2	4	2	4	2	3	3	2.78

	Skill1	Skill2	Skill3	Skill4	Skill5	Skill6	Skill7	Skill8	Skill9	Overall
Student 86	2	2	1	2	1	1	1	1	2	1.44
Student 87	2	2	3	3	3	2	2	2	3	2.44
Student 88	3	3	3	2	2	4	3	2	2	2.67
Student 89	3	3	2	3	2	3	3	3	2	2.67
Student 90	4	4	3	4	4	4	4	4	4	3.89
Student 91	3	4	3	4	3	4	4	3	4	3.56
Student 92	4	4	4	4	4	4	4	4	4	4.00
Student 93	3	4	3	3	3	4	4	3	3	3.33
Student 94	2	4	1	2	1	4	3	3	3	2.56
Student 95	4	4	4	4	4	4	4	4	4	4.00
Student 96	3	4	3	3	3	4	4	3	4	3.44
Student 97	3	3	3	3	3	3	4	4	4	3.33
Student 98	3	3	4	4	4	4	4	3	4	3.67
Student 99	3	4	3	3	3	4	4	4	4	3.56
Student 100	2	3	2	3	2	3	3	3	3	2.67
Student 101	3	4	3	4	4	4	4	4	4	3.78
Student 102	2	2	1	3	1	3	3	3	3	2.33
Student 103	2	3	2	3	2	4	3	3	3	2.78
Student 104	3	4	3	3	3	4	4	3	4	3.44
Student 105	2	3	2	3	2	3	4	4	4	3.00
Student 106	4	4	4	4	4	4	4	4	3	3.89
Student 107	3	3	3	4	3	3	3	3	3	3.11
Student 108	1	4	1	2	1	4	3	3	3	2.44
Student 109	3	3	2	3	2	3	3	3	3	2.78
Student 110	2	2	2	2	2	1	1	1	2	1.67
Student 111	3	2	4	4	3	2	2	2	2	2.67
Student 112	2	4	2	4	3	4	4	4	4	3.44
Student 113	3	4	4	4	4	4	4	4	4	3.89
Student 114	2	2	3	3	2	2	2	3	2	2.33

	Skill1	Skill2	Skill3	Skill4	Skill5	Skill6	Skill7	Skill8	Skill9	Overall
Student 115	3	4	3	3	3	4	3	3	3	3.22
Student 116	2	3	2	4	2	4	4	4	4	3.22
Student 117	4	4	4	3	4	4	4	4	4	3.89
Student 118	2	2	2	2	1	2	2	3	2	2.00
Student 119	3	3	3	4	3	4	3	3	3	3.22
Student 120	2	3	2	2	2	3	3	3	3	2.56
Student 121	3	4	3	4	3	4	4	4	4	3.67
Student 122	4	4	4	3	4	4	4	4	4	3.89
Student 123	3	3	3	4	3	3	3	3	3	3.11
Student 124	3	3	3	4	4	4	4	3	3	3.44
Student 125	3	2	1	4	1	3	3	2	4	2.56
Student 126	3	4	3	3	4	4	4	3	4	3.56
Student 127	3	3	4	4	4	3	3	3	3	3.33
Student 128	3	4	3	4	3	3	3	4	4	3.44
Student 129	4	4	3	3	3	4	4	3	3	3.44
Student 130	4	2	4	4	3	2	3	2	3	3.00
Student 131	2	3	2	4	2	3	3	3	2	2.67
Student 132	2	2	2	4	2	4	2	2	2	2.44
Student 133	1	1	1	2	1	1	4	2	4	1.89
Student 134	1	3	1	4	1	3	4	4	4	2.78
Student 135	1	2	1	2	1	2	2	2	1	1.56
Student 136	3	4	2	3	2	4	4	3	3	3.11
Student 137	3	4	3	3	3	4	3	3	4	3.33
Student 138	2	2	2	3	2	3	3	3	3	2.56
Student 139	2	3	3	4	3	3	3	3	4	3.11
Student 140	4	3	4	3	4	2	2	3	4	3.22
Student 141	3	3	3	3	3	3	3	3	3	3.00
Student 142	3	3	2	4	2	-	4	3	3	3.00
Student 143	3	3	3	4	3	4	3	3	3	3.22

	Skill1	Skill2	Skill3	Skill4	Skill5	Skill6	Skill7	Skill8	Skill9	Overall
Student 144	3	4	3	4	3	4	4	4	4	3.67
Student 145	3	2	3	2	2	3	1	1	2	2.11
Note: Each competency score was assigned a number: Seldom=1, Occasionally=2, Frequently=3, Always=4.										
Note: Student scores were averages across skill levels for Overall Competency Scores.										

Appendix D: Section by Section Results

Section by Section Results: Section 01

N=15	Beginning	Developing	Competent	Accomplished
Student takes responsibility through good class attendance, punctuality, and preparation	2	7	4	2
Student demonstrates positive interpersonal skills, such as cooperation, speaking and acting respectfully to faculty and fellow students, and courtesy in the classroom and college community	2	5	2	6
Student prioritizes the tasks of the class and completes them in a timely manner, as well as manages competing obligations and multiple roles	2	7	2	4
Student does one's own work and avoids any type of academic dishonesty including cheating or plagiarism	0	1	7	7
Student is proactive about learning, as evidenced by taking ownership of one's education, having pride in one's work, seeking help when needed, and striving for excellence	3	5	2	5
Student acts respectfully when receiving feedback from others and reflects a professional attitude and disposition both in the classroom and college community	3	1	5	6
Student acknowledges what another person is communicating in a respectful manner	3	0	3	9
Student demonstrates an understanding of how different experiences shape our values, opinions, and beliefs	2	2	2	9
Student is considerate of how his/her responses will be interpreted by others	1	2	3	9

Section by Section Results: Section 02

N=17	Beginning	Developing	Competent	Accomplished
Student takes responsibility through good class attendance, punctuality, and preparation	2	4	9	2
Student demonstrates positive interpersonal skills, such as cooperation, speaking and acting respectfully to faculty and fellow students, and courtesy in the classroom and college community	1	6	6	4
Student prioritizes the tasks of the class and completes them in a timely manner, as well as manages competing obligations and multiple roles	3	6	4	4
Student does one's own work and avoids any type of academic dishonesty including cheating or plagiarism	1	1	9	6
Student is proactive about learning, as evidenced by taking ownership of one's education, having pride in one's work, seeking help when needed, and striving for excellence	3	6	5	3
Student acts respectfully when receiving feedback from others and reflects a professional attitude and disposition both in the classroom and college community	2	2	9	4
Student acknowledges what another person is communicating in a respectful manner	2	2	8	5
Student demonstrates an understanding of how different experiences shape our values, opinions, and beliefs	2	2	10	3
Student is considerate of how his/her responses will be interpreted by others	1	4	8	4

Section by Section Results: Section 03

N=15	Beginning	Developing	Competent	Accomplished
Student takes responsibility through good class attendance, punctuality, and preparation	1	4	8	2
Student demonstrates positive interpersonal skills, such as cooperation, speaking and acting respectfully to faculty and fellow students, and courtesy in the classroom and college community	0	1	9	5
Student prioritizes the tasks of the class and completes them in a timely manner, as well as manages competing obligations and multiple roles	0	4	7	4
Student does one's own work and avoids any type of academic dishonesty including cheating or plagiarism	0	0	4	11
Student is proactive about learning, as evidenced by taking ownership of one's education, having pride in one's work, seeking help when needed, and striving for excellence	0	3	5	7
Student acts respectfully when receiving feedback from others and reflects a professional attitude and disposition both in the classroom and college community	0	1	6	8
Student acknowledges what another person is communicating in a respectful manner	0	1	7	7
Student demonstrates an understanding of how different experiences shape our values, opinions, and beliefs	0	1	10	4
Student is considerate of how his/her responses will be interpreted by others	0	1	6	8

Section by Section Results: Section 05

N=15	Beginning	Developing	Competent	Accomplished
Student takes responsibility through good class attendance, punctuality, and preparation	4	4	3	4
Student demonstrates positive interpersonal skills, such as cooperation, speaking and acting respectfully to faculty and fellow students, and courtesy in the classroom and college community	4	6	1	4
Student prioritizes the tasks of the class and completes them in a timely manner, as well as manages competing obligations and multiple roles	5	3	4	3
Student does one's own work and avoids any type of academic dishonesty including cheating or plagiarism	2	5	2	6
Student is proactive about learning, as evidenced by taking ownership of one's education, having pride in one's work, seeking help when needed, and striving for excellence	6	4	1	4
Student acts respectfully when receiving feedback from others and reflects a professional attitude and disposition both in the classroom and college community	4	4	3	4
Student acknowledges what another person is communicating in a respectful manner	3	3	5	4
Student demonstrates an understanding of how different experiences shape our values, opinions, and beliefs	3	7	2	3
Student is considerate of how his/her responses will be interpreted by others	3	4	3	5

Section by Section Results: Section 08

N=19	Beginning	Developing	Competent	Accomplished
Student takes responsibility through good class attendance, punctuality, and preparation	8	4	7	0
Student demonstrates positive interpersonal skills, such as cooperation, speaking and acting respectfully to faculty and fellow students, and courtesy in the classroom and college community	2	3	5	9
Student prioritizes the tasks of the class and completes them in a timely manner, as well as manages competing obligations and multiple roles	9	3	7	0
Student does one's own work and avoids any type of academic dishonesty including cheating or plagiarism	1	0	1	13
Student is proactive about learning, as evidenced by taking ownership of one's education, having pride in one's work, seeking help when needed, and striving for excellence	7	4	6	1
Student acts respectfully when receiving feedback from others and reflects a professional attitude and disposition both in the classroom and college community	0	1	5	10
Student acknowledges what another person is communicating in a respectful manner	0	0	3	13
Student demonstrates an understanding of how different experiences shape our values, opinions, and beliefs	0	0	1	14
Student is considerate of how his/her responses will be interpreted by others	0	0	1	14

Section by Section Results: Section 10

N=18	Beginning	Developing	Competent	Accomplished
Student takes responsibility through good class attendance, punctuality, and preparation	4	4	9	1
Student demonstrates positive interpersonal skills, such as cooperation, speaking and acting respectfully to faculty and fellow students, and courtesy in the classroom and college community	0	3	4	11
Student prioritizes the tasks of the class and completes them in a timely manner, as well as manages competing obligations and multiple roles	5	4	9	0
Student does one's own work and avoids any type of academic dishonesty including cheating or plagiarism	1	8	8	1
Student is proactive about learning, as evidenced by taking ownership of one's education, having pride in one's work, seeking help when needed, and striving for excellence	5	3	10	0
Student acts respectfully when receiving feedback from others and reflects a professional attitude and disposition both in the classroom and college community	0	2	5	11
Student acknowledges what another person is communicating in a respectful manner	0	1	11	6
Student demonstrates an understanding of how different experiences shape our values, opinions, and beliefs	0	3	15	0
Student is considerate of how his/her responses will be interpreted by others	1	1	8	8

Section by Section Results: Section 11

N=17	Beginning	Developing	Competent	Accomplished
Student takes responsibility through good class attendance, punctuality, and preparation	6	5	2	4
Student demonstrates positive interpersonal skills, such as cooperation, speaking and acting respectfully to faculty and fellow students, and courtesy in the classroom and college community	1	10	3	3
Student prioritizes the tasks of the class and completes them in a timely manner, as well as manages competing obligations and multiple roles	5	2	6	4
Student does one's own work and avoids any type of academic dishonesty including cheating or plagiarism	1	8	7	1
Student is proactive about learning, as evidenced by taking ownership of one's education, having pride in one's work, seeking help when needed, and striving for excellence	4	6	3	4
Student acts respectfully when receiving feedback from others and reflects a professional attitude and disposition both in the classroom and college community	2	9	2	4
Student acknowledges what another person is communicating in a respectful manner	2	8	3	4
Student demonstrates an understanding of how different experiences shape our values, opinions, and beliefs	1	9	4	3
Student is considerate of how his/her responses will be interpreted by others	2	7	4	4

Section by Section Results: Section 12

N=29	Beginning	Developing	Competent	Accomplished
Student takes responsibility through good class attendance, punctuality, and preparation	3	4	15	7
Student demonstrates positive interpersonal skills, such as cooperation, speaking and acting respectfully to faculty and fellow students, and courtesy in the classroom and college community	2	5	14	8
Student prioritizes the tasks of the class and completes them in a timely manner, as well as manages competing obligations and multiple roles	3	8	12	6
Student does one's own work and avoids any type of academic dishonesty including cheating or plagiarism	0	1	1	27
Student is proactive about learning, as evidenced by taking ownership of one's education, having pride in one's work, seeking help when needed, and striving for excellence	3	8	12	6
Student acts respectfully when receiving feedback from others and reflects a professional attitude and disposition both in the classroom and college community	0	5	5	18
Student acknowledges what another person is communicating in a respectful manner	1	4	13	11
Student demonstrates an understanding of how different experiences shape our values, opinions, and beliefs	2	5	13	9
Student is considerate of how his/her responses will be interpreted by others	1	9	13	6