

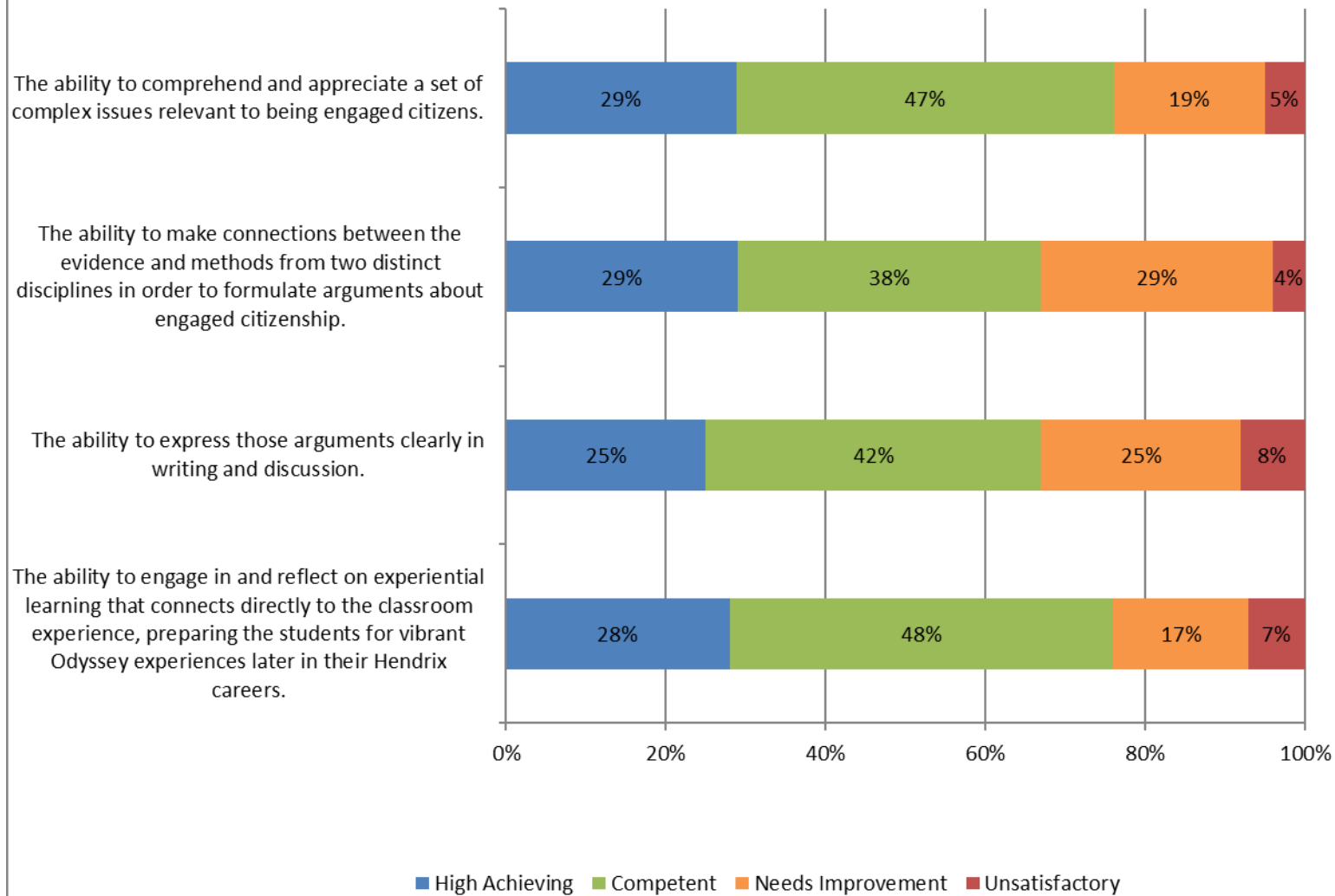
The Engaged Citizen Assessment Report 2019-2020

In the Academic year 2019-2020, the Engaged Citizen Working Group focused on goal 2: “The ability to make connections between the evidence and methods from two distinct disciplines in order to formulate arguments about engaged citizenship.”

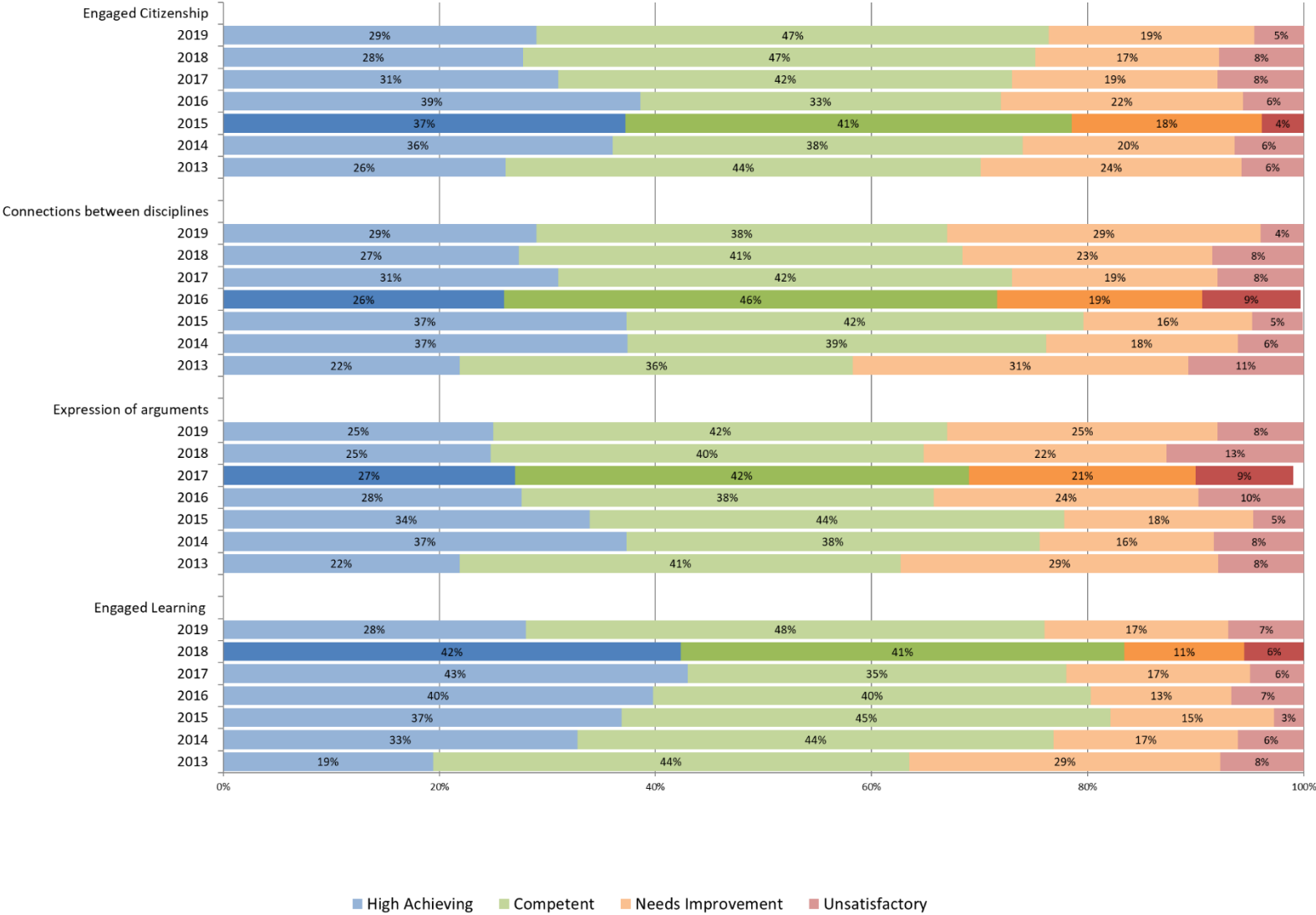
In January, May, and August faculty participated in workshops to help them design their courses. The January workshop was directed towards new dyads (and people returning after a hiatus) and dealt mostly with logistics for designing a team-taught course for first-year students. However, both the May and August workshops, which were created for all the faculty teaching TEC in 2019, highlighted learning goal 2. In August, the Working Group also asked faculty to deliberately think about and provide a written reflection on the ways that they hoped their planned structure would help students recognize the connections between their disciplines.

At the end of the semester, as usual, we collected indirect evidence from student feedback forms and direct evidence from faculty rubrics. The results are attached. Focusing specifically on learning goal 2, we can see that faculty assessment had moved slightly downwards from previous years, with 67% of students listed as competent or high achieving compared to 68% and 72% in the previous two years. However, this movement is not statistically significant and may be related to higher expectations on the part of faculty because of the focus on this learning goal. From the student perspective, on the other hand, the three questions that we relate to learning goal 2 reflect an increase in strongly agree and agree, with 86%, 88%, and 81%. We feel that these two assessments combined indicate the successful achievement of this learning goal.

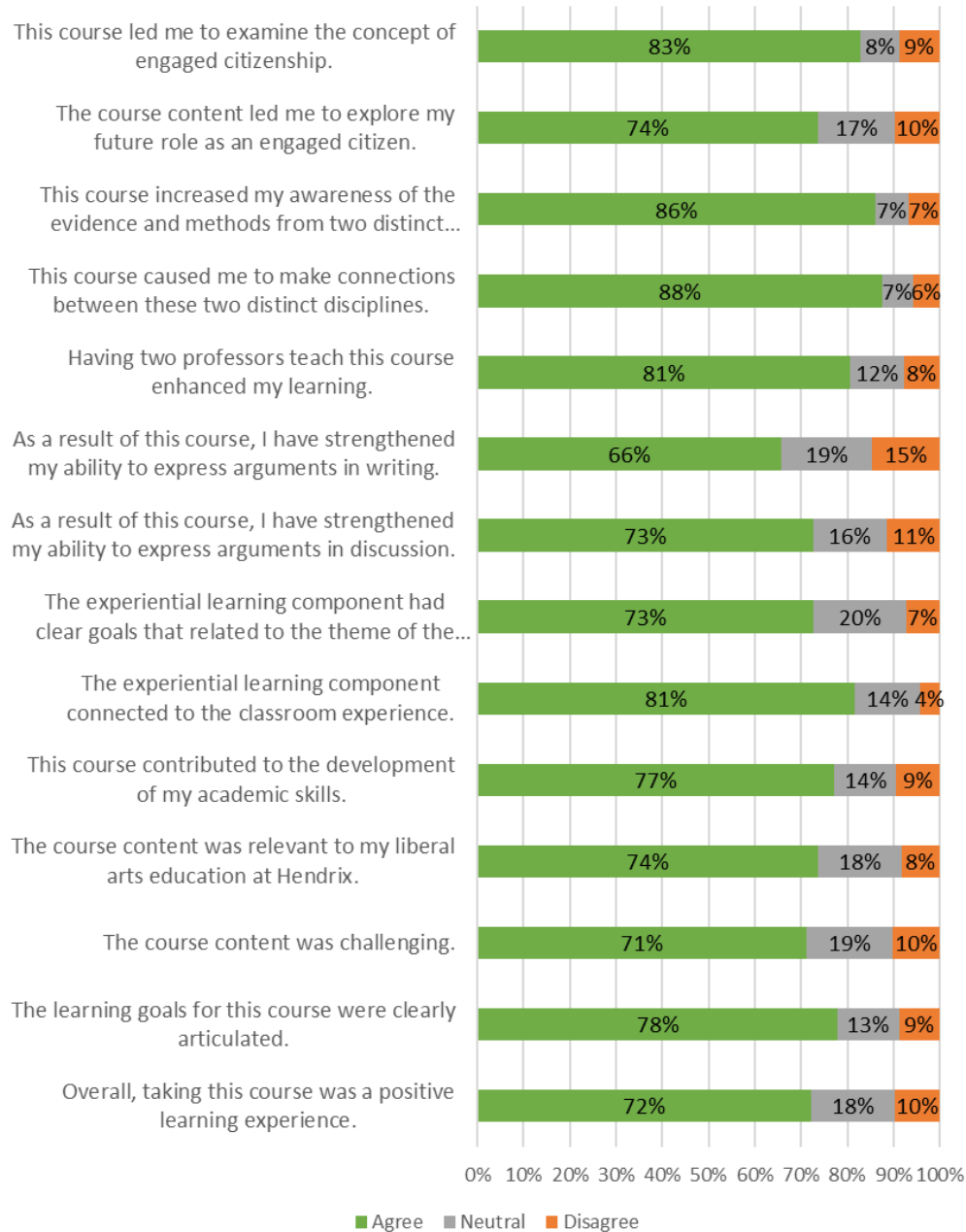
TEC 2019: Faculty Assessment of Fraction of Students Meeting Learning Goals



Faculty Assessment of Student Learning Goals

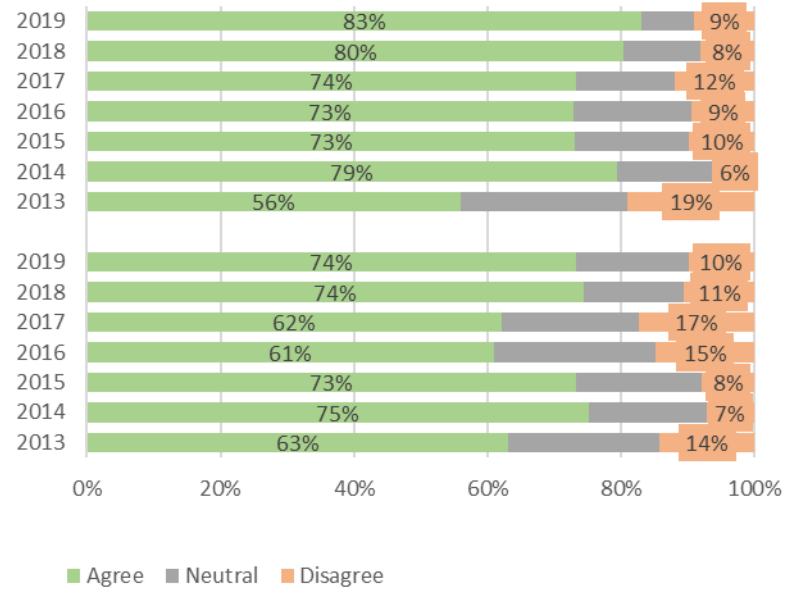


TEC Student Feedback 2019

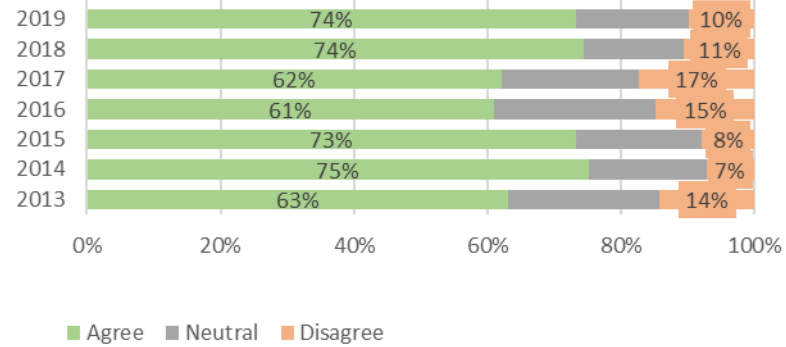


LG#1: Engaged Citizenship

This course led me to examine the concept of engaged citizenship.



The course content led me to explore my future role as an engaged citizen.

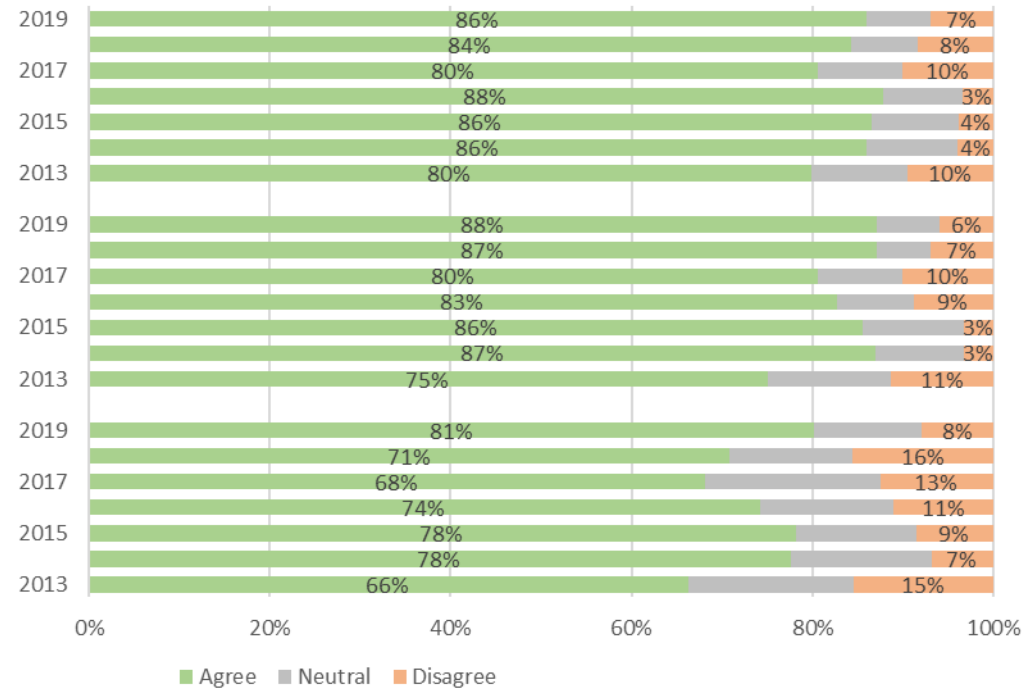


Learning Goal #2: Multidisciplinary

This course increased my awareness of the evidence and methods from two distinct disciplines.

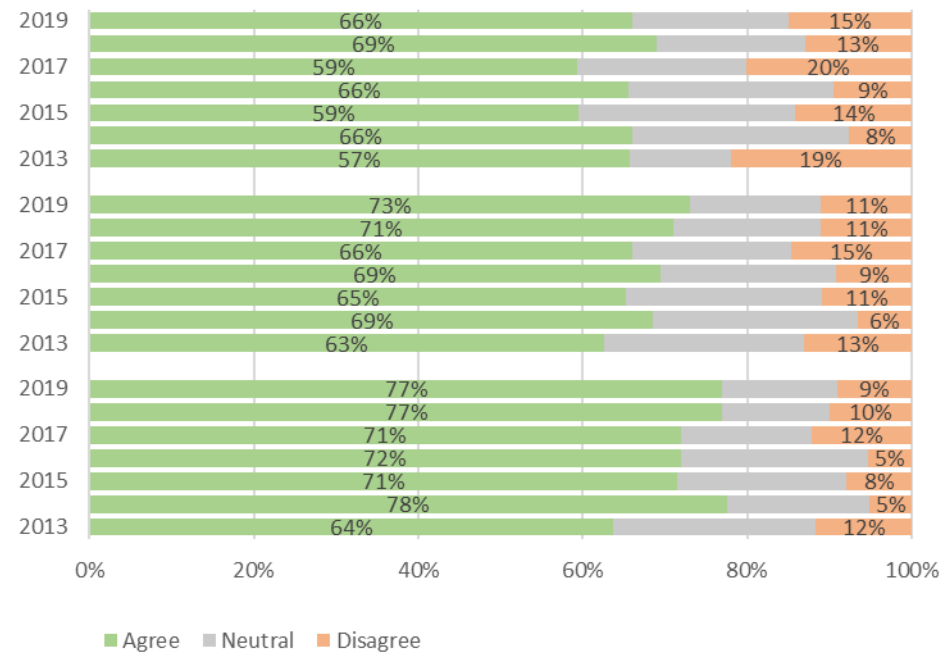
This course caused me to make connections between these two distinct disciplines.

Having two professors teach this course enhanced my learning.

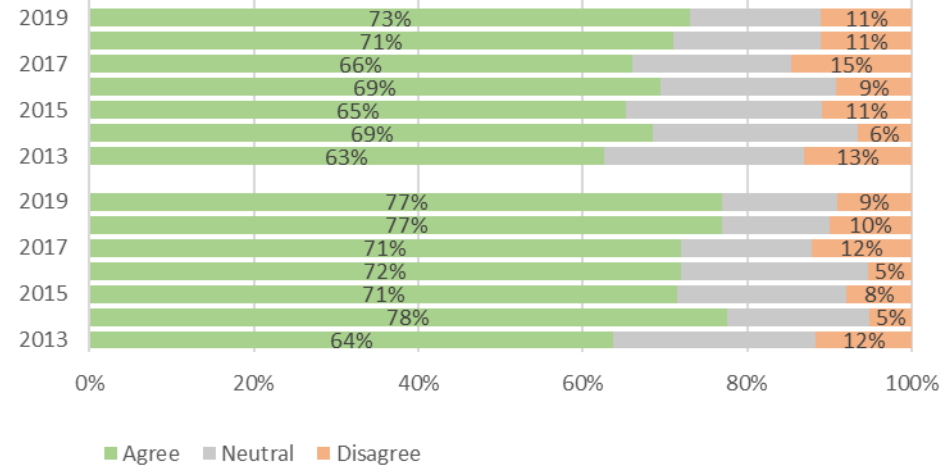


LG#3: Expression of Arguments

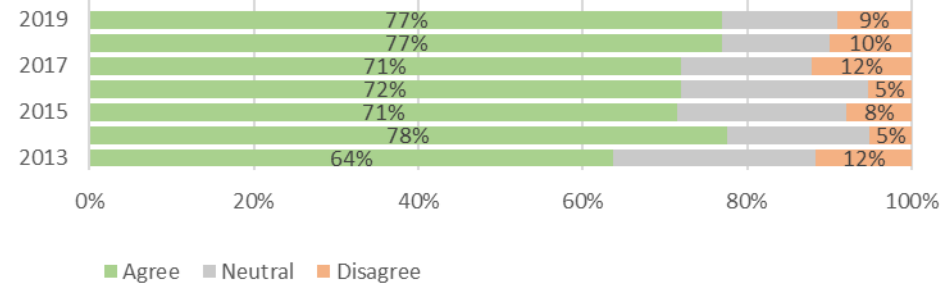
As a result of this course, I have strengthened my ability to express arguments in writing.



As a result of this course, I have strengthened my ability to express arguments in discussion.

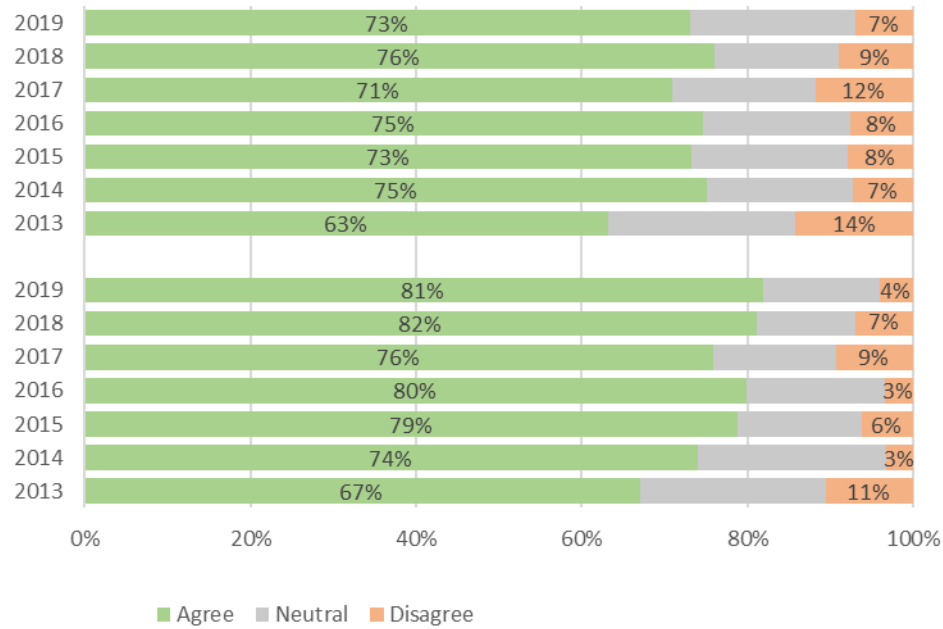


This course contributed to the development of my academic skills.*



LG#4: Experiential Learning

The experiential learning component had clear goals that related to the theme of the engaged citizen.



The experiential learning component connected to the classroom experience.

