Final Report:

Assessing Student Civility

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Project Title:
Assessing Student Civility

Project Dates
Rubric development/validation: Summer, 2004
Evaluation: Fall, 2004
Report/dissemination: Spring, 2005

Abstract:

This proposal was to develop and implement a rubric assessing student civility. The rubric has been developed, and was based on the Chancellor's "Civility Statement" and the "IU Code of Student Rights, Responsibilities, and Conduct, Part I: Student Rights and Responsibilities". The evaluation of civility is a key assessment tool for the Principals of Undergraduate Learning "Understanding Society and Culture" and "Values and Ethics".

Results:

A rubric to assess student ethical and professional conduct in the classroom was developed. The items were developed based on the documents cited above. The rubric was assessed by Charles Feldhaus, Department of Organizational Leadership and Supervision. He was able to assess the rubric based on criteria found in James McMillan's text on assessment titled, *Classroom*

Assessment: Principles and Practice for Effective Instruction (2001). His report resulted in some reordering of the items within the rubric and some additional explanation of the evaluation criteria. In addition, we were able to add additional information to the other rubrics developed by Ken Reid and Elaine Cooney: rubrics for Writing, Oral Presentations, Design and Teamwork. These rubrics are all available on the Web at: http://www.engr.iupui.edu/~reid/rubrics/

The civility rubric is designed to be filled in by each faculty member each semester. This semester (Spring 2005) was the first semester for the data collection.

Data collected this semester showed no significant problems (either indicated by averages or low ratings). Raw data included:

	5	4	3	2	1	Avg
Civility	10	1	3			4.50
Tolerance	8	3	3			4.36
Professionalism	3	8	2			3.79
Social Ethics	5	8		1		4.21
Technical Ethics	5	8		1		4.21
Plagiarism	6	7		1		4.29

Description for each line may be found in the rubric.

The rubric is attached at the end of the report.

Answers to specific questions:

1   Provide a summary of overall project accomplishments as related to the intended outcomes of the project described in the proposal:

All proposed action items and deliverables were completed. This report shows the Civility Rubric itself, which has been evaluated using criteria for assessing rubrics, as well as data from our first semester implementing the rubric. This rubric (along with others used within the Department) will be available on the Internet from http://www.engr.iupui.edu/~reid/rubrics/ as well as our new assessment Web site currently under development.

2.   Describe data collection methods undertaken and provide an analysis of the results.

Data collection is described on the rubric itself. Each faculty member completed the rubric for each class in the semester. Data was tabulated and presented. Data in subsequent semesters will be compared, weaknesses identified and corrective actions taken.

3.   Describe any obstacles/challenges encountered.

No obstacles were encountered. The rubric was assessed; other rubrics also were modified according to feedback from the evaluation of this rubric.

4.   What changes, if any, were made to address these obstacles/challenges?

No specific obstacles were encountered. Changes were made as discussed.

Professionalism and Civility

To be completed by the instructor regarding an entire class for one semester (not individual students).
Used to evaluate ABET items i & j:
- Understand professional, ethical and societal responsibilities.
- Recognize contemporary professional, societal and global issues and be aware of and respect diversity.

Does not have to be used in student grading

	Excellent	*Average*	*Poor*	*Ex ... Avg ... poor*				
Civility (demonstration of respect / politeness)	Individuals nurtured and supported within the team. All students treated with respect even if behavior is objectionable. All disagreements are handled with civility.	Groups are able to succeed with no failures due to non-acceptance or lack of respect or nurturing. Objectionable individuals are tolerated.	Individuals cannot succeed because of lack of respect & civility. Arguments, fighting, team members fired for reasons other than nonacceptable performance.					
Tolerance	Heterogeneous groups form naturally w/o regard to race, gender, nationality, etc.	Homogeneous groups naturally form, although no observable tension is observed.	Tension observed based on race, gender, etc. Harassment, discrimination observed					
Professionalism	Individuals accept responsibility and consequences for their work. Excuses not given.	Excuses, when offered, are reasonable and factual.	Excuses made are not factual or exaggerated; excuses not appropriate to the situation. Level of effort is misrepresented.					
Social ethics	Each individual in a group presents his/her own work / results. Evaluations are honest.	Minor collaboration in small matters when not appropriate.	Misrepresent data / results, level of effort. Present work of other students as their own.					
Technical ethics	Work presented as done; accurate, precise.	Data misrepresented slightly, edited	False data presented, large misrepresentations					
Plagiarism	None.- all sources properly credited.	Some references / contributions mislabeled. Isolated incidents (1-2) of major offenses.	Extensive blatant plagiarism (>10% of the class).					

References:
    Chancellor's Statement on Civility: www.iupui.edu/~jagsport/ Handbook/iupuistatementoncivility.pdf
    IUPUI student handbook: www.life.**iupui**.edu/help/docs/**student_code**_full.doc
    IEEE Code of Ethics