

Responsible Citizenship Summary for Department Heads

Definition

Responsible Citizenship at CCP is comprised of nine skills in three broad areas: Self Management, Integrity, and Understanding Diverse Perspectives. The focus, particularly of the first two areas, is on the student's relationship with the College. Less emphasis is placed on the relationship between the student and the outside world (see Appendix A for details). Responsible Citizenship is not associated with a particular course, but rather, is expected to be gained in a student's time at the College, from in class and extracurricular activities.

At CCP, students will be able to:

1. Take responsibility through good class attendance, punctuality, and preparation (Responsibility)
2. Demonstrate positive interpersonal skills, such as cooperation, speaking and acting respectfully to faculty and fellow students, and courtesy in the classroom and college community (Interpersonal)
3. Prioritize the tasks of the class and completes them in a timely manner, as well as manages competing obligations and multiple roles (Prioritize)
4. Complete one's own work and avoids any type of academic dishonesty including cheating or plagiarism (Honesty)
5. Be 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 (Proactive)
6. Act respectfully when receiving feedback from others and reflects a professional attitude and disposition both in the classroom and college community (Respectful)
7. Acknowledge what another person is communicating in a respectful manner (Acknowledge)
8. Demonstrate an understanding of how different experiences shape our values, opinions, and beliefs (Understanding)
9. Be considerate of how his/her responses will be interpreted by others (Considerate)

Assessment History

Responsible Citizenship was examined in 2010. One hundred forty five students were assessed by faculty using the Responsible Citizenship Rubrics (Appendix A) in twelve sections of the Freshman Orientation Seminar (FOS). Students also performed two self assessments using a separate survey (in weeks 7 and 14) created by the subcommittee of the General Education Assessment group focused on Responsible Citizenship (Appendix B).

Overall, 70% of students were at or above competency in Responsible Citizenship. Students were scored highest on acknowledging what another person was saying respectfully (79%), completing work honestly (79%), acting respectfully when receiving feedback (74%), and being considerate of how others may interpret their responses (74%). The lowest scores were in self management areas: prioritizing tasks (52%) and taking responsibility (54%). Also low was being proactive about learning (51%). (See Table 1.)

Table 1: Means and % Competent by Skill

Skills	Mean	Competent or Better
Responsibility	2.48	54%
Interpersonal	2.90	65%
Prioritize	2.48	52%
Honesty	3.26	79%
Proactive	2.51	51%
Respectful	3.12	74%
Acknowledge	3.13	79%
Understanding	2.97	72%
Considerate	3.09	74%
Overall	2.88	70%

Although students were also asked to self assess their skills, there was little variance in the data and the number of the respondents was low (n = 38) to draw any important conclusions. Students scored themselves higher than faculty on seven of the nine skills.

As a result of the assessment, one of the recommendations was to tweak the wording of some of the skills (Appendix C) and to assess the competency again in 5 years (2015).

Outstanding Questions

1. Is this a broad enough definition for Responsible Citizenship?

The focus at CCP is generally on measurements within the school; does that correlate to external, post-collegiate measures of citizenship? (Voting, service, etc) There are some ways to capture this information through government databases and involvement in extracurriculars.

2. How important is it for students to have a voice in their assessment process?

Although few students participated, many of the faculty involved in the previous assessment were very supportive of students performing a self assessment. It may be a model of “assessment as intervention,” whereby students are helped in their development through the self reflection engendered by an assessment.

3. Should we also be examining seniors?

This survey looked only at first year students; we may want to examine growth over time.

Appendix A: Responsible Citizenship Rubrics

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: Responsible Citizenship Student Survey

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 - Never	2 - Rarely	3 - Frequently	4 - Always

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

1 – Not Important	2 – Somewhat Important	3 – Important	4 – Very Important

3. I am late for class.

1 - Never	2 - Rarely	3 - Frequently	4 - Always

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

1 – Not Important	2 – Somewhat Important	3 – Important	4 – Very Important

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

1 - Never	2 - Rarely	3 - Frequently	4 - Always

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 – Not Important	2 – Somewhat Important	3 – Important	4 – Very Important

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

1 - Never	2 - Rarely	3 - Frequently	4 - Always

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 - Never	2 - Rarely	3 - Frequently	4 - Always

10. How important to you is cooperation?

1 – Not Important	2 – Somewhat Important	3 – Important	4 – Very Important

11. I make an effort to be respectful.

1 - Never	2 - Rarely	3 - Frequently	4 - Always

12. How important to you is being respectful?

1 – Not Important	2 – Somewhat Important	3 – Important	4 – Very Important

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

1 - Never	2 - Rarely	3 - Frequently	4 - Always

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

1 – Not Important	2 – Somewhat Important	3 – Important	4 – Very Important

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

1 - Never	2 - Rarely	3 - Frequently	4 - Always

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

1 – Not Important	2 – Somewhat Important	3 – Important	4 – 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 - Never	2 - Rarely	3 - Frequently	4 - Always

19. I avoid giving someone my own work.

1 - Never	2 - Rarely	3 - Frequently	4 - Always

20. I avoid cheating or being academically dishonest.

1 - Never	2 - Rarely	3 - Frequently	4 - Always

21. I avoid intentionally plagiarizing work.

1 - Never	2 - Rarely	3 - Frequently	4 - 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 - Never	2 - Rarely	3 - Frequently	4 - Always

26. I act respectfully when receiving feedback.

1 - Never	2 - Rarely	3 - Frequently	4 - Always

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

1 - Never	2 - Rarely	3 - Frequently	4 - Always

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

1 - Never	2 - Rarely	3 - Frequently	4 - Always

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

1 - Never	2 - Rarely	3 - Frequently	4 - Always

30. I consider how others will interpret my responses.

1 - Never	2 - Rarely	3 - Frequently	4 - Always

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

1 - Never	2 - Rarely	3 - Frequently	4 - Always

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

1 - Never	2 - Rarely	3 - Frequently	4 - Always

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

1 - Never	2 - Rarely	3 - Frequently	4 - Always

34. I understand the Student Code of Conduct.

1 - Never	2 - Rarely	3 - Frequently	4 - Always

Appendix C: Responsible Citizenship Rubrics

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

Skills	Beginning	Developing	Competent	Accomplished
Demonstrates self-management by taking responsibility through good class attendance, punctuality, and preparation	Not prepared with regard to class location, attendance, punctuality, lack of materials and readiness to learn	Occasionally demonstrates personal responsibility through class attendance, punctuality, materials and preparation	Frequently demonstrates personal responsibility through good class attendance, punctuality, materials and preparation	Always demonstrates personal responsibility by showing up on time, with the right materials, completed work and preparation
Demonstrates self-management through interpersonal skills, such as cooperation, speaking and acting respectfully to faculty and fellow students, and courtesy in the classroom and College community	Seldom demonstrates interpersonal skills, such as cooperation, speaking and acting respectfully to faculty and fellow students, and courtesy in the classroom and College community	Occasionally demonstrates interpersonal skills, such as cooperation, speaking and acting respectfully to faculty and fellow students, and courtesy in the classroom and College community	Frequently demonstrates interpersonal skills, such as cooperation, speaking and acting respectfully to faculty and fellow students, and courtesy in the classroom and College community	Always demonstrates interpersonal skills, such as cooperation, speaking and acting respectfully to faculty and fellow students, and courtesy in the classroom and College community
Demonstrates self-management by prioritizing the tasks of the class and completing them in a timely manner, as well as managing competing obligations and multiple roles	Is unable to prioritize tasks of the class and complete them in a timely manner, as well as manage competing obligations and multiple roles	Occasionally is able to prioritize tasks of the class and complete them in a timely manner, as well as manage competing obligations and multiple roles	Is able to prioritize tasks of the class and complete them in a timely manner, as well as manage competing obligations and multiple roles	Actively prioritizes tasks of the class and complete them in a timely manner, as well as manage competing obligations and multiple roles

Integrity: Student demonstrates integrity in one's role as a student relative to other students, faculty, staff and administrators

Skills	Beginning	Developing	Competent	Accomplished
Demonstrates integrity by doing one's own work and avoiding any type of academic dishonesty including cheating or intentional plagiarism	Seldom does one's own work and may engage in academic dishonesty including cheating or intentional plagiarism	Occasionally does one's own work and usually avoids any type of academic dishonesty including cheating or intentional plagiarism	Frequently does one's own work and avoids any type of academic dishonesty including cheating or intentional plagiarism	Actively does one's own work and always avoid any type of academic dishonesty including cheating or intentional plagiarism
Demonstrates integrity by being 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	Is a passive participant in the learning process	Shows some instances of being an active participant in the learning process	Is consistently an active participant in the learning process, seeks help when needed, shows pride in work, strives for excellence	Is a proactive learner in every aspect of college life, seeks help when needed, seeks opportunities to enhance learning, shows pride in work, consistently strives for excellence
Demonstrates integrity by acting respectfully when receiving feedback from others and reflecting a professional attitude and disposition both in the classroom and college community	Does not act respectfully when receiving feedback from others and reflects an unprofessional attitude and negative disposition both in the classroom and college community	Is occasionally respectful when receiving feedback from others and usually reflects professionalism in attitude and disposition both in the classroom and college community	Frequently demonstrates respect when receiving feedback from others and reflects a professional attitude and disposition both in the classroom and college community	Always demonstrates respect when receiving feedback from others and consistently reflects a professional attitude and disposition both in the classroom and college community
Demonstrates integrity through awareness of and acting in accordance with the student code of conduct	Is unaware of the student code of conduct	Is aware of but unable to articulate or act in accordance with the student code of conduct	Is aware of and can articulate the student code of conduct, and sometimes acts in accordance with it	Can articulate and always acts in accordance with the student code of conduct

Understanding Diverse Perspectives: Student demonstrates effort to understand the perspective of others and to respond to others with well-founded thoughts.

Skills	Beginning	Developing	Competent	Accomplished
Student acknowledges what another person is communicating verbally, in writing, physically, or affectively	Almost never works to acknowledge what another person is communicating verbally, in writing, physically, or affectively	Seldom works to acknowledge what another person is communicating verbally, in writing, physically, or affectively	Frequently works to acknowledge what another person is communicating verbally, in writing, physically, or affectively	Actively works to acknowledge what another person is communicating verbally, in writing, physically, or affectively
Student reflects upon how one's values, opinions and beliefs are shaped by one's personal experiences	Almost never reflects upon how one's values, opinions and beliefs are shaped by one's personal experiences	Seldom reflects upon how one's values, opinions and beliefs are shaped by one's personal experiences	Frequently reflects upon how one's values, opinions and beliefs are shaped by one's personal experiences	Almost always reflects upon how one's values, opinions and beliefs are shaped by one's personal experiences
Student considers how one's responses will be interpreted by others	Almost never considers how one's responses will be interpreted by others	Seldom considers how one's responses will be interpreted by others	Frequently considers how one's responses will be interpreted by others	Almost always considers how one's responses will be interpreted by others
Student acknowledges the college as a place for dialogue and debate and where the exchange of ideas can flourish	Almost never acknowledges the College as a place for dialogue and debate and where the exchange of ideas can flourish	Seldom acknowledges the College as a place for dialogue and debate and where the exchange of ideas can flourish	Frequently acknowledges the College as a place for dialogue and debate and where the exchange of ideas can flourish	Almost always acknowledges the College as a place for dialogue and debate and where the exchange of ideas can flourish
Student participates in student clubs, organizations and activities that reflect the diversity of the College	Almost never participates in student clubs, organizations and activities that reflect the diversity of the College	Seldom participates in student clubs, organizations and activities that reflect the diversity of the College	Frequently participates in student clubs, organizations and activities that reflect the diversity of the College	Almost always participates in student clubs, organizations and activities that reflect the diversity of the College