

# SLO V3 Civic Engagement

## Transition to Kean GE1000

Semester: FALL 2013

REPORT DATE: 1/8/2014

Civic Engagement is assessed following student progress in volunteering and participating in community activities coordinated by the Center for Leadership and Service. Students reflect on their experience, and the School of General Studies assesses their participation through a written reflection using the Civic Engagement Rubric of the AACU.

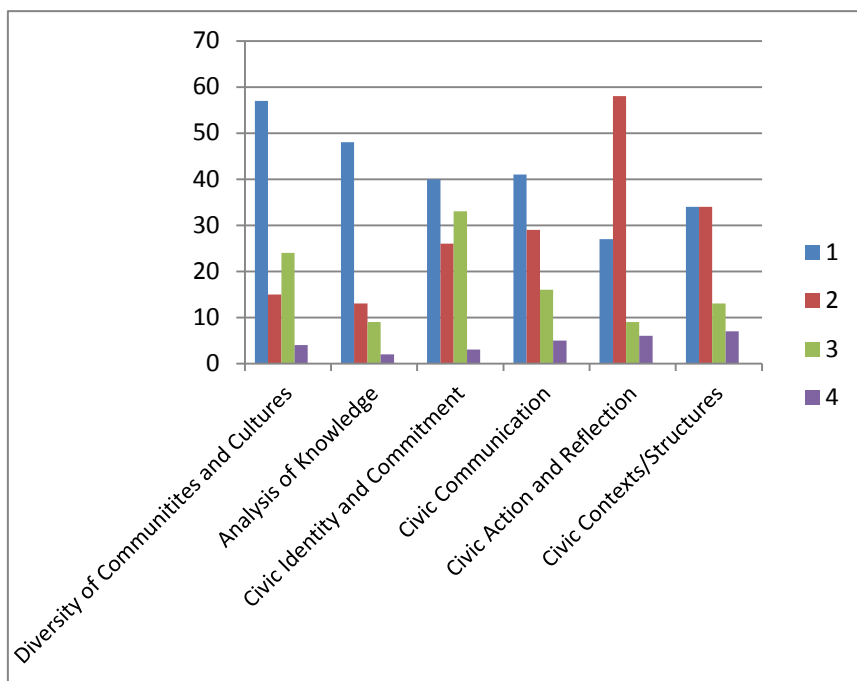
Number of students: 102

### Distribution of Scores

Number of sections: 12

### Mean scores overall:

Diversity of Communities and Cultures	1.7
Analysis of Knowledge	1.1
Civic Identity and Commitment	2.0
Civic Communication	1.6
Civic Action and Reflection	1.9
Civic Contexts/Structures	1.7

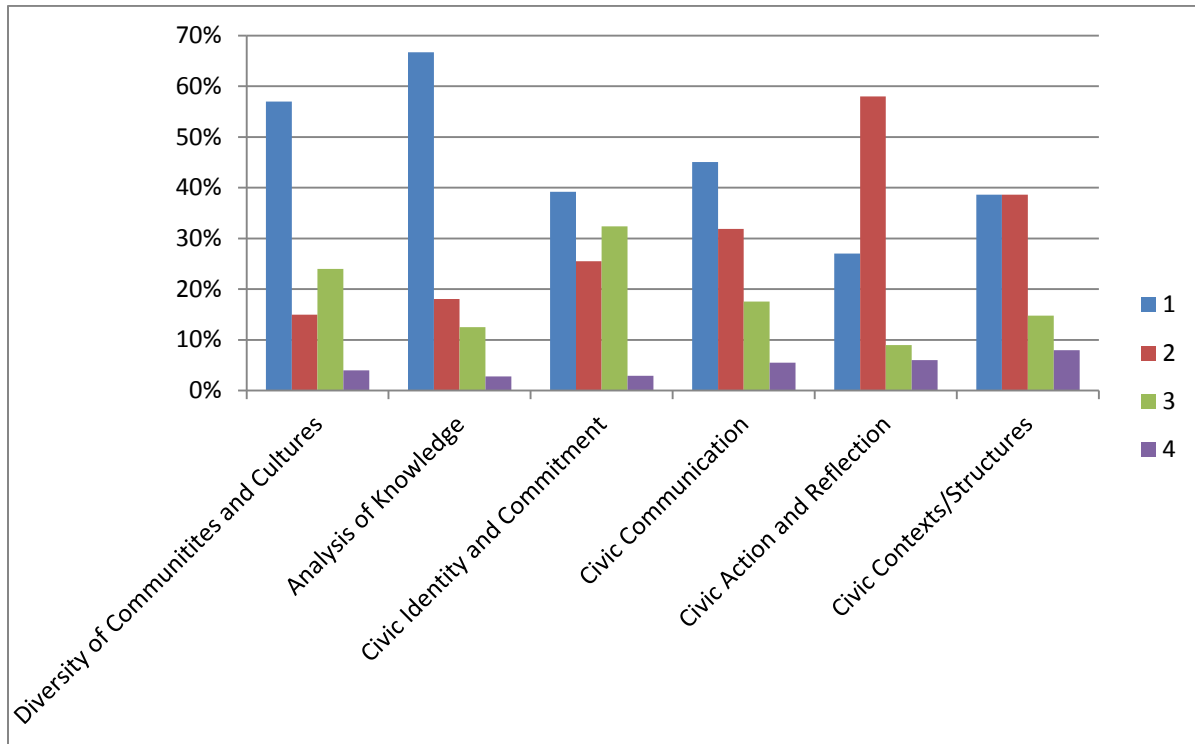


### Frequency by score

	Diversity of Communities and Cultures	Analysis of Knowledge	Civic Identity and Commitment	Civic Communication	Civic Action and Reflection	Civic Contexts/Structures
<b>1</b>	57	48	40	41	27	34
<b>2</b>	15	13	26	29	58	34
<b>3</b>	24	9	33	16	9	13
<b>4</b>	4	2	3	5	6	7

**Percentage distribution**

	Diversity of Communities and Cultures	Analysis of Knowledge	Civic Identity and Commitment	Civic Communication	Civic Action and Reflection	Civic Contexts/Structures
<b>1</b>	57%	67%	39%	45%	27%	39%
<b>2</b>	15%	18%	25%	32%	58%	39%
<b>3</b>	24%	13%	32%	18%	9%	15%
<b>4</b>	4%	3%	3%	5%	6%	8%



**Discussion/Findings:**

A pilot of the Civic Engagement rubric was made for the first time this fall 2013 semester. A total of 102 students across 12 sections of GE 1000 Transition to Kean (T2K – First Year Seminar) submitted reflection papers as a result of their Out of Class Civic Engagement Activity participation. Students were responsible for participating in a civic/community service based activity organized by the Center for Leadership and Service and writing a reflective summary about their involvement. Of the 102 student work samples that were assessed via the Civic Engagement Rubric very few achieved capstone level for any of the six dimensions of the rubric. This was to be expected for first semester freshmen.

A preliminary norming session was held with Transition to Kean faculty and the Center for Leadership and Service Director. The application and use of the rubric was discussed and there were a few expectations noted, one being the unlikelihood of a first year student achieving capstone level or upper level milestone scores on the rubric on any of the six categories.

### **Recommendations/Actions/Closing the Loop:**

As this was a pilot, we have unsurprisingly a number of recommendations related to assessment as well as to change suggested in classroom practice.

- Revising reflective work sample
  - The work sample used as the assessment prompt is not descriptive in its explanation of the expectations of the assignment. The explanation given simply states to complete a summary of the participation/involvement. With a more detailed expectation list, perhaps students can better deliver via their reflection paper a clearer interpretation of their level of civic engagement.
- Limiting some of the criteria that do not seem to pertain to this course
  - Of the six dimensions of the rubric there is one or more that may not be measurable in the GE 1000 course because of the criteria elements of the dimension. For example, Analysis of Knowledge at the benchmark level asks students to identify knowledge from his or her own academic study, field, or discipline. The majority of first-year students are not engaged with major/field courses at this level.
- Breaking down the criteria of the elements of the rubric
  - Provide further descriptors of each criterion within each dimension.
- In collaboration with the Center for Leadership and Service debrief before and after community activities
  - Further educate students about the purpose of the activity and discuss the learning objectives
- Working with CLS to suggest and coordinate additional activities
  - Research activities/projects that may better address the student learning outcome



## CIVIC ENGAGEMENT VALUE RUBRIC

*for more information, please contact [rubric@uacu.org](mailto:rubric@uacu.org)*



### Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	Milestones		Benchmark 1
		3	2	
<b>Diversity of Communities and Cultures</b>	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
<b>Analysis of Knowledge</b>	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline to civic engagement and to one's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
<b>Civic Identity and Commitment</b>	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/ his experience in civic-engagement activities and does not connect experiences to civic identity.
<b>Civic Communication</b>	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action.	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.
<b>Civic Action and Reflection</b>	Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and team leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly participated in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has experimented with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.
<b>Civic Contexts/Structures</b>	Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.	Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim.	Demonstrates experience identifying intentional ways to participate in civic contexts and structures.	Experiments with civic contexts and structures, tries out a few to see what fits.