

### Civic Literacy Student Learning Outcome Assessment Rubric

**SLCC Civic Literacy Student Learning Outcome:**

*Students develop civic literacy and the capacity to be community-engaged learners who act in mutually beneficial ways with community partners. This includes producing learning artifacts indicating understanding of the political, historical, economic or sociological aspects of social change and continuity; thinking critically about—and weighing the evidence surrounding—issues important to local, national, or global communities; participating in a broad range of community-engagement and/or service-learning courses for community building and an enhanced academic experience.*

Criteria	Characteristic	0-No evidence	1-Beginner	2-Developing	3-Competent
<b>Develop civic literacy/knowledge</b>	Knowledge of a social issue	No evidence.	Lists some social issues or states basic details of a political, historical, economic, or sociological aspect of social change.	Explains social problem(s) or the political, historical, economic, sociological aspects of social change-or lack of change based on research with a social issue.	Compares and contrasts different perspectives and/or ideas detailing social problems or the political, historical, economic, sociological aspects of social change.
	Knowledge of agencies/ organizations that address social issues.	No evidence.	Emerging awareness of agencies/organizations focused on addressing social issues.	Lists agencies/organizations responsible for addressing social issues.	Recognizes relevant agencies/organizations and explains how they address a social issue.
	Awareness of democratic structures	No evidence.	Lists key democratic text and universal democratic principles.	Explains key democratic text and universal democratic principles.	Analyzes one or more key democratic text and/or universal democratic principles.

Criteria	Characteristic	0-No evidence	1-Beginner	2-Developing	3-Competent
<b>Critical thinking surrounding social issues/ Capacity to become community engaged learner</b>	Civic knowledge through a disciplinary lens	No evidence.	Lists or defines issues (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement or its impact on society.	Explains issues (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections/implications to civic engagement or its impact on society.	Analyzes issues (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement or its impact on society.
	Source(s) of responsibility or commitment to community engagement	No evidence.	Mentions that they are required to do service for a class or as a part of a group.	Mentions that they are required to do service for a class or as part of a group and expresses value in it.	Mentions that they want to do service to support the community or society at large.
	Reflection on values, attitudes, and/or beliefs	No evidence.	Little to no reflection on personal values, attitudes, and beliefs.	Aware of personal values, attitudes, and beliefs in relation to others.	Critically examines personal values, attitudes, and beliefs in relation to others.
<b>Working with others</b>	Perspective taking	No evidence.	States own perspective (i.e. cultural, disciplinary, and ethical).	Explains own perspectives and identifies perspectives of others.	Analyses multiple perspectives for points of commonalties and differences.
	Openness	No evidence.	Expresses willingness to interact with diverse others.	Discusses a plan to initiate interactions with diverse others.	Actively seeks out interactions with diverse others.

Criteria	Characteristic	0-No evidence	1-Beginner	2-Developing	3-Competent
<b>Civic Action/ Students act in mutually beneficial ways</b>	Role in addressing social issues	No evidence.	Others prompt their involvement in the community or service.	Actively seeks opportunities to be involved in the community or service.	Recruits others to be involved in the community or service or assumes a responsibility (e.g. takes the initiative) in addressing a social issue through involvement in the community or service.
	Breadth of community engagement (e.g. direct, indirect, advocacy, research, fundraising/ philanthropy, in-kind contributions)	No evidence.	Participated in one type of community engaged activity.	Participated in two types of community engaged activities.	Participated in three or more types of community engaged activities.
	Collaboration	No evidence.	Only talks about service activity from personal feelings or through the lens of the course assignment.	Provides evidence that they learned about the partner or partners needs from third party (includes web research).	Personally spoke to the partner and learned about the community need, perhaps on an on-going basis.
	Mutually beneficial relationship with partners	No evidence.	Discusses experience from one perspective and/or is only doing it because it is required. One directional.	Expresses value for themselves AND can express the value for the community partner/community. Transactional exchange.	Expresses how the experience changed them AND changed the partner and/or community. Something new may have been created. Bilateral exchange.

**References:**

Association of American Colleges and Universities. (2009). Civic Engagement VALUE rubric. Retrieved from <https://www.aacu.org/civic-engagement-value-rubric>

Weiss, H.A., Hahn, T., and Norris, K. (2017). Civic Minded Graduate 2.0: Assessment Toolbox

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