**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.*

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| Criteria  | Characteristic | 0-No evidence  | 1-Low | 2-Medium | 3-High |
| Develop civic literacy/ knowledge | Knowledge of a social issue  | No evidence.  | **Identifies** 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.  | **Analyzes** 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.   | **Identify** agencie(s)/ organization(s) focused on addressing social issues. |  **Describes** surface level characteristics agencie(s)/ organization(s) responsible for addressing social issues.  | **Analyzes** relevant agencie(s)/organization (s) by **explaining** in depth how they address a social issue.  |
| Awareness of power structures, privilege/ oppression and/or systems when trying to address a social issue.  | No evidence.  | **Describes** a few actions or processes (e.g., advocating, voting, boycotting, contacting elected officials, protesting) that can be taken to address social issues. Or provides **little mention** of the role of power, privilege/oppression, or systems (e.g., economic, administrative, social).  | **Compare and contrast** the multiple actions or processes (e.g., advocating, voting, boycotting, contacting elected officials, protesting) that can be taken to address social issues.Or **describes** current or different power, privilege/oppression, or structures and systems (e.g., economic, administrative, social). | **Creates a plan** that involves multiple actions or processes (e.g., advocating, voting, boycotting, contacting elected officials, protesting) that can be taken to address social issues.Or **analyzes** current or different power structures, privilege/oppression or systems (e.g., economic, administrative, social) in depth.  |

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| Criteria  | Characteristic | 0-No evidence  | 1-Low | 2-Medium | 3-High |
| Critical thinking surrounding social issues/ Capacity to become community engaged learner | Civic knowledge through a disciplinary lens | No evidence.  | **Identify** issues (facts, theories, etc.) from one's own academic study/field/discipline to their its impact on society.  | **Explains** own perspective and may also identify with one other perspectiveon issues (facts, theories, etc.) from one's academic study/field/discipline making relevant connections to broader civic implications or impact on society.  | **Analyzes multiple perspectives** onissues (facts, theories, etc.) from one's academic study/field/discipline and their civic implications or impact on society.   |
| Commitment to community engagement  | No evidence.  | Mentions that they are required to do service for a class or as a part of a group. And there are **few statements of responsibility** to commit time, talent or resources to make a difference. | Mentions that they are required to do service for a class or as part of a group and **expresses value in it**. And the student states that **responsibility to serve is derived from external norms**, authority, or expectations from others.  | Mentions that they want to do service to support the community or society at large. And the source of **responsibility is from internal motivations**.  |
| Reflection on values, attitudes, and/or beliefs  | No evidence.  | **Reflects minimally on personal values**, attitudes, and beliefs.  | **Reflects sufficiently on personal values**, attitudes, and beliefs.  | **Critically examines personal values,** attitudes, and beliefs.  |
| Working with others | 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**. | **Demonstrates a willingness to interact with diverse others** and discusses norms and perspectives of themselves and/or others. | **Actively seeks out interactions** **with diverse others** and expresses the value of other perspectives or explains how their perspective has shifted.  |

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| Criteria  | Characteristic | 0-No evidence  | 1-Low | 2-Medium | 3-High |
| Civic Action/ Students act in mutually beneficial ways  | Breadth or depth of community engagement (e.g., direct, indirect, advocacy, activism, research, philanthropy, policy and governance, social responsibility)  | No evidence.  | Participated in **one type** of community engaged activity.Or completed minimum hours without any mention of continuation.  | Participated in **at least one type of community engagement and identifies at least one additional type(s)** of community engaged activities. Or completed additional hours or multiple types of projects. | Participated in **at least one type of community engagement activity and explains two or more types** of community engaged activities. Or describes plans for continued civic engagement. |
| Collaboration  | No evidence.  | Talks about the partner or community need from a **personal perspective**. | **Cites information about the partner(s)** or community need collected from a third-party or web research.  | **Describes personal communication with the partner** or the community where they learned about a community need. |
| Mutually beneficial relationship with partners or the community | No evidence. | **Focuses on personal benefit** of service activity and/or is only doing it because it is required.  | **Expresses in limited terms the value of service for themselves AND for the community** partner/community.   | **Expresses in sophisticated terms how the experience influenced them AND impacted the partner** and/or community on a larger level.  |

**Guiding resources:**

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

Rhode Island Campus Compact (2014). Partnerships for Success. Retrieved from <https://usm.maine.edu/sites/default/files/center-collaboration-development/MMU_PartnershipRubric.pdf>

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