Civic Literacy Student Learning Outcome ePortfolio Assessment Final Report
Academic Year 2018-2019

Purpose

Each year the Engaged Learning Office seeks to determine how well students meet the civic literacy student learning outcome (CLSLO within designated service-learning classes at Salt Lake Community College (SLCC)).

Sample and Method

For the 2018-2019 academic year, the study used a random sample of service-learning designated sections where service-learning is required, including, but not exclusive to General Education. These sections totaled 635 graduating students receiving an AS, AA or AAS degree by May 2019. Of the 635, 187 students had evidence of a service-learning course in their ePortfolio.

Two teams composed of two faculty assessors each evaluated service-learning assignments. Assessors also reviewed artifacts in the Learning Outside the Classroom portion of the ePortfolio. The assessor teams checked inter-rater reliability with ten ePortfolios to ensure that the rubric was validated. Each team reviewed half of the sample.

The teams met in person and discussed each assignment, creating a scoring consensus. Each assignment received scores under the characteristic subcategories of each criteria, and then this score was averaged to create an overall score for each broad criteria. If a student uploaded multiple assignments within one course, the assessors reviewed all assignments and gave an overall score.

The CLSLO rubric (Appendix A) outlines the criteria and characteristic subcategories of each criteria.

SLCC's Civic Literacy Student Learning Outcome

SLCC's General Education CLSLO reads as follows:

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.*

The current rubric operationalizes the CLSLO in the following manner:

- **Develop civic literacy/knowledge ("Civic Literacy")**
  - o Students gain knowledge of political, historical, economic, or sociological aspects of social change and continuity. They develop knowledge of agencies/organizations that address social issues. They also have an awareness of democratic structures, including key democratic text or principals, for example, discussing topics such as advocating, voting, boycotting, contacting elected officials, or talking about basic human rights.

- **Think critically about social issues/capacity to become a community-engaged learner ("Critical Thinking")**
  - o Students gain civic knowledge and then critically analyze it. Students view this knowledge through a disciplinary lens and define, explain, or analyze facts and theories from their academic field and identify impacts on society. This category also includes a commitment to community engagement, which evaluates students' intention to participate in service. Students also reflect on personal values, attitudes, or beliefs, perhaps in relation to others.

- **Working with others ("Working with Others")**
  - o Students state, explain, or analyze their perspectives on cultural, disciplinary, and ethical issues. They express interest in interacting with others of diverse backgrounds or actively seek out interactions with diverse others.

- **Civic action/students act in mutually beneficial ways with community partners ("Civic Action")**
  - o Student's role in addressing social issues investigates how they are involved in the community; and whether they are external or internally motivated. Civic action includes the breadth of community engagement as well as how students collaborate with community partners. Mutually beneficial relationships include perspective-taking and how a student expressed the value of the experience.

The scoring rubric has evolved in the past six years. A modified version of the Civic Engagement Valid Assessment of Learning in Undergraduate Education (VALUE) rubric from the Association of American Colleges & Universities (AAC&U) was used from 2014-2017. Then components of the Civic-Minded Graduate Rubric 2.0 from Indiana University Purdue University-Indianapolis were also incorporated starting in the 2017-2018 academic year. All revisions aligned with the language from the SLCC CLSLO. The SLCC assessment coordinator provided feedback during the revision process and then approved the final version of the rubric in 2017-2018. In the same year, the college-wide Student Learning Outcomes Assessment Committee also evaluated the rubric, and its members suggested no changes. The rubric uses a scoring system of 3-competent, 2-developing, 1-beginner, and 0-no evidence ranking each characteristic subcategory.
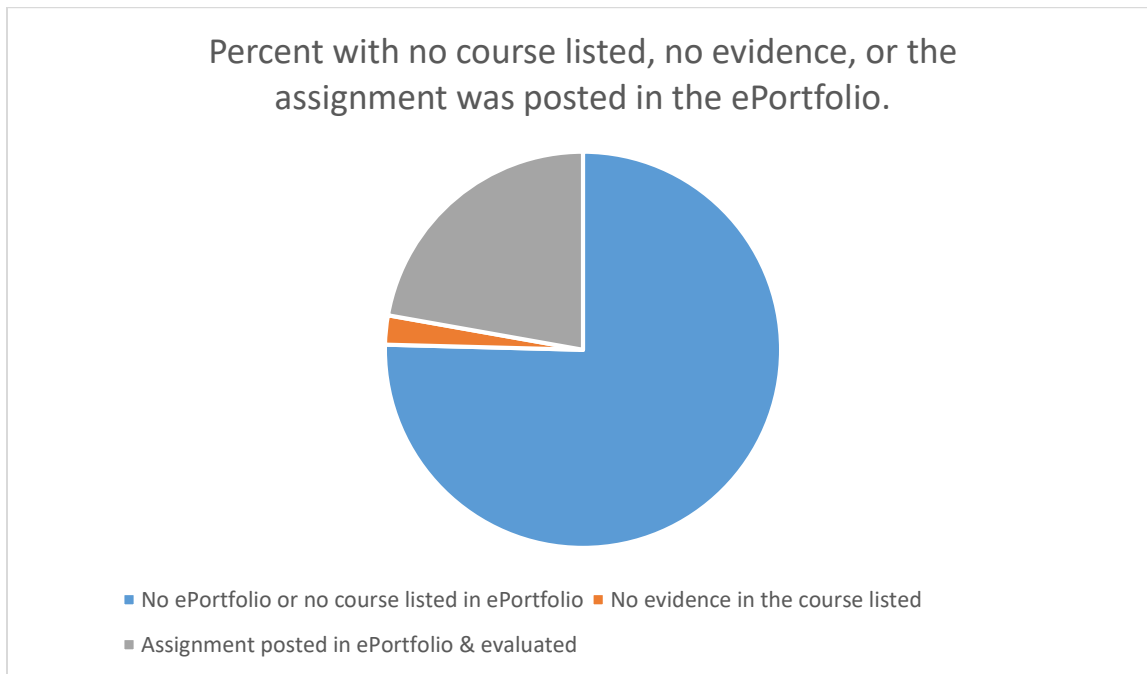
Summary of Findings
The primary findings of the assessment indicate that few students are above a beginner level on the overall rubric, and signature assignments related to civic literacy are not being uploaded consistently for service-learning courses.

Results

Figure 1 shows that 60% of students did not have an ePortfolio, or their ePortfolio did not include their service-learning course. Of the portion that did list their service-learning course, 3% did not post any signature assignments. Evaluation occurred for the remaining 29% that had evidence posted.

Figure 1: Percentage of students with evidence, with no course listed, or no evidence in the course listed.

Percent with no course listed, no evidence, or the assignment was posted in the ePortfolio.

- No ePortfolio or no course listed in ePortfolio ■ No evidence in the course listed
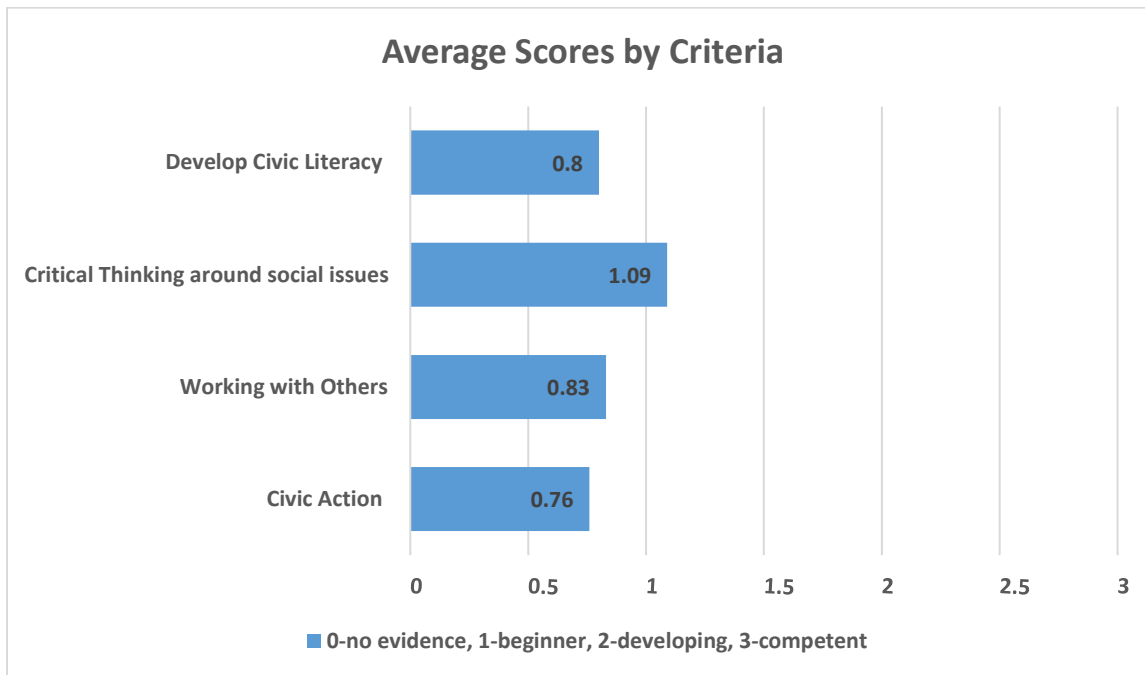- Assignment posted in ePortfolio & evaluated

Summary of Scores by Criteria

Figure 2 shows the scores for the assessment of Civic Literacy, Critical Thinking, Working with Others, and Civic Action for the sample drawn from the averages of the characteristic subcategories within each criteria. Again, the rubric uses a scoring system of 3-competent, 2-developing, 1-beginner, and 0-no evidence ranking each characteristic subcategory.

Critical Thinking Surrounding Social Issues was the highest-ranking criteria with a score of 1.09. Additionally, Working With Others scored the second highest at 0.83. Assessors gave students a score of 0.80 for the criteria focused on developing Civic Literacy. The lowest ranking criteria was for Civic Action with an overall average score of 0.76.

These results demonstrate that the SLCC students who are posting to their ePortfolio are analyzing activities focused on social issues at a beginner level. Students are also starting to demonstrate that they are learning how to work with others on these issues.

Figure 2: Student Scores for Overall Criteria Areas

Average Scores by Criteria

Criteria	Score
Develop Civic Literacy	0.8
Critical Thinking around social issues	1.09
Working with Others	0.83
Civic Action	0.76

■ 0-no evidence, 1-beginner, 2-developing, 3-competent

Summary of Scores by Characteristic Subcategories

Figures 3, 4, 5, and 6 show the average scores for each characteristic subcategory. The highest subcategory overall was Civic Knowledge Through a Disciplinary Lens, in which students scored 1.16, indicating that when students post to their ePortfolio, they highlight course content and its relation to civic involvement at a beginner level. The second highest subcategory was Knowledge of a Social Issue at 1.11, demonstrating that students are beginning to learn about social issues. The category focused on Reflection on Values, Attitudes, and Beliefs ranked third (overall score of 1.09), followed by Sources of Responsibility or Commitment to Community Engagement (1.05) and Perspective Taking (0.92). Students are not adequately expressing Knowledge of Agencies/Organizations that Address Social Issues (0.92), their Role in Addressing Social Issues (0.72) and, Collaboration (0.81). The rankings for Openness at .73 and Mutually Beneficial Relationships with Partners is .081. Finally, reviewers scored the Breadth of Student Community Engagement Activities at only 0.68, but this is less of a concern because students usually only highlighted one type of service activity for a course.

Figure 3: Student Scores for Civic Literacy Subcategories

In this category, students rank highest on Knowledge of Social Issues. Students are beginning to gain knowledge of agencies that deal with these social issues. Awareness of Democratic Structures is a convoluted category that needs better refinement on the rubric, and this may be reflected in the scoring.
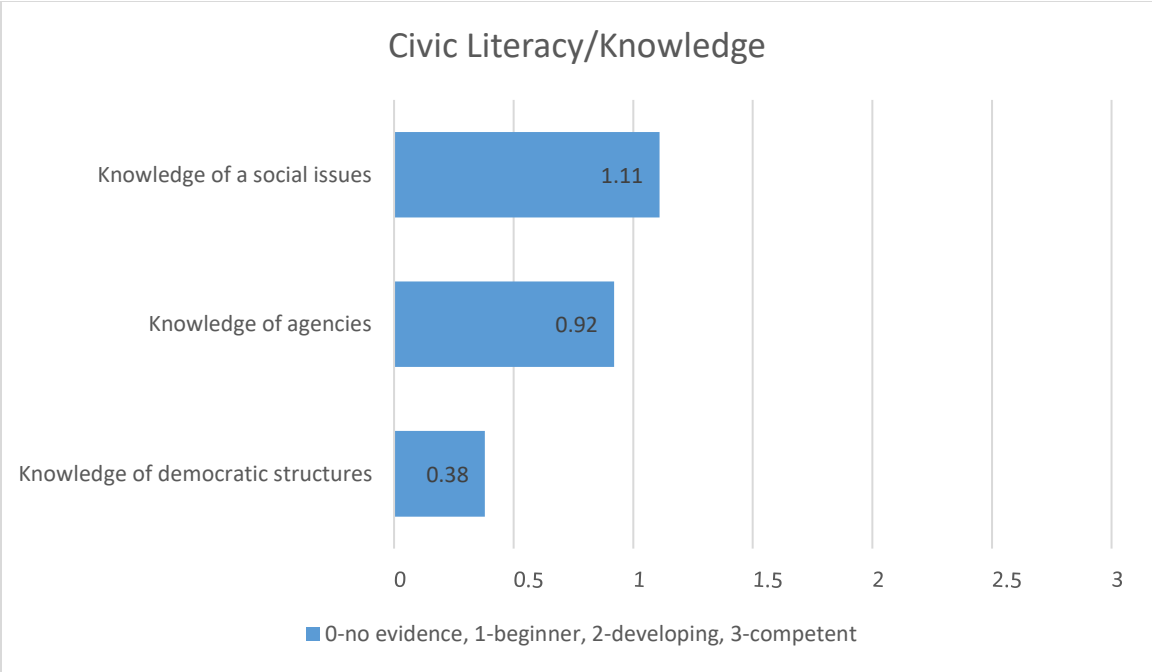
Civic Literacy/Knowledge

Category	Score
Knowledge of a social issues	1.11
Knowledge of agencies	0.92
Knowledge of democratic structures	0.38

0-no evidence, 1-beginner, 2-developing, 3-competent

Figure 4: Student Scores for Critical Thinking Subcategories

In this category, students take the knowledge gained in the Civic Literacy category and then critically analyze it, making relevant connections to one's possible civic engagement or its impact on society. Overall some of the higher criteria scores are related to critical thinking. Taking into consideration all subcategories, students ranked highest on Civic Knowledge, as seen through a disciplinary lens. This is followed by their Reflection on Values, Attitudes, and Beliefs. Critical thinking is also a distinct SLCC student learning outcome (it is separate from Civic Literacy, but overlap occurs) and, therefore, may receive additional focus within courses.
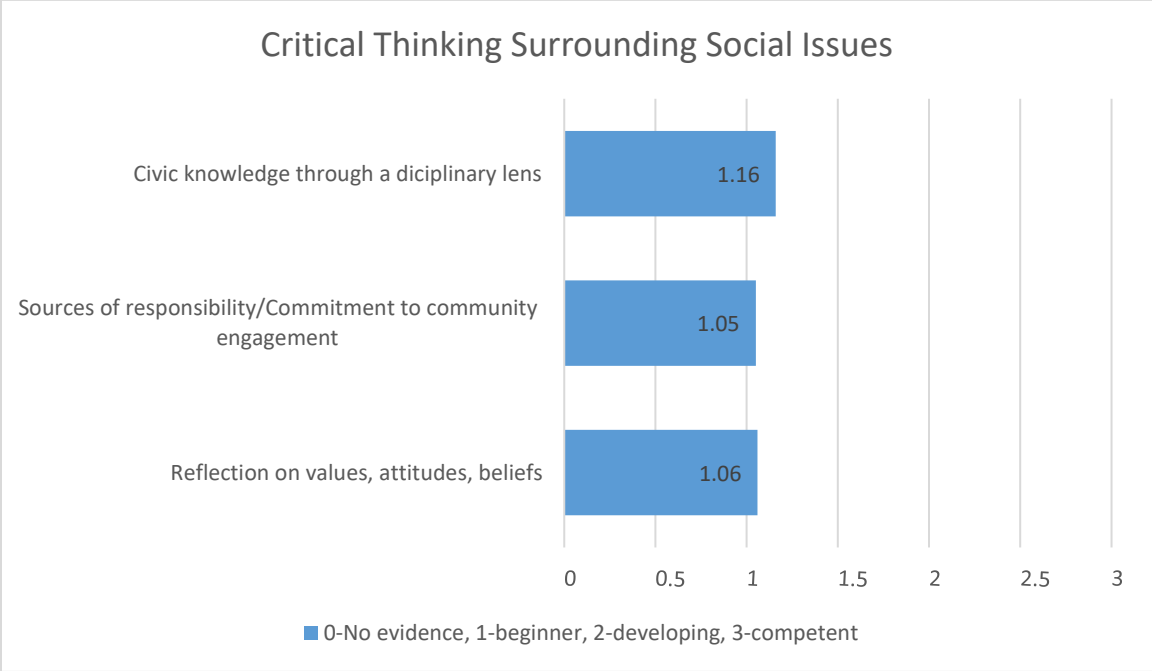

Critical Thinking Surrounding Social Issues

Category	Score
Civic knowledge through a diciplinary lens	1.16
Sources of responsibility/Commitment to community engagement	1.05
Reflection on values, attitudes, beliefs	1.06

0-No evidence, 1-beginner, 2-developing, 3-competent

Figure 5: Student Scores for Working with Others Subcategories

Students in service-learning courses are beginning to engage in perspective-taking but primarily still view things from their perspective.
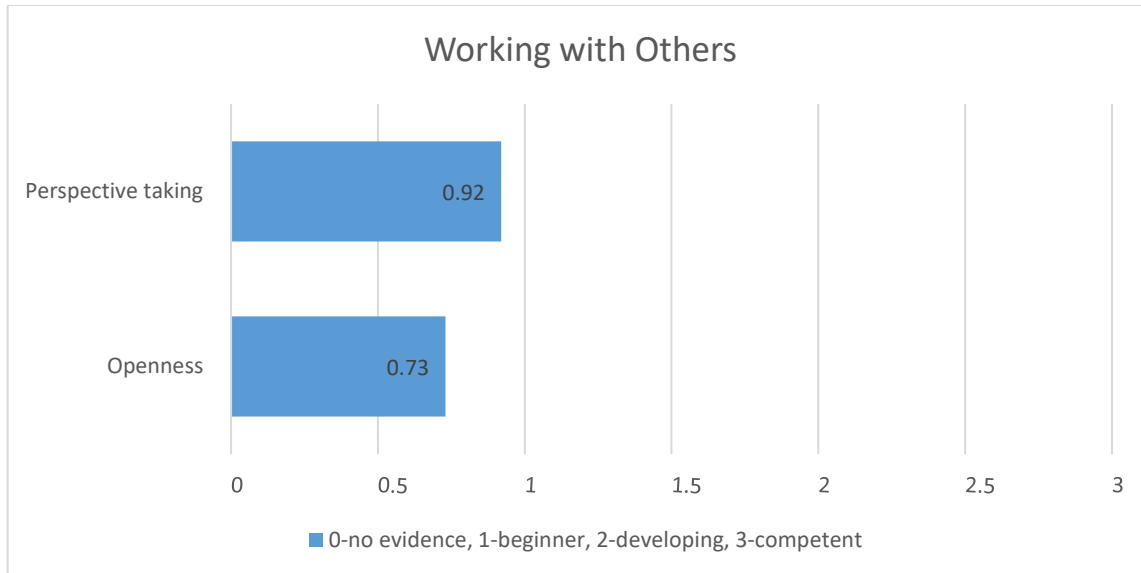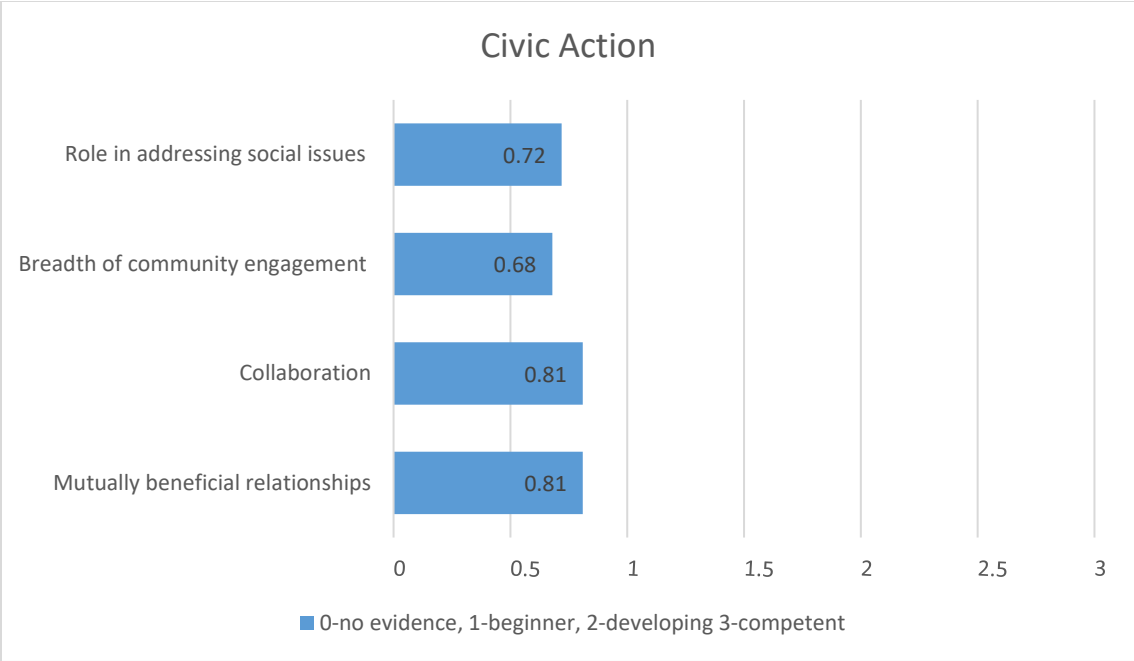

Figure 6: Student Scores for Civic Action Subcategories

The Civic Action criteria was the lowest ranking category of scores on the rubric. All students are required to do service as a part of service-learning courses, so it does not appear that they are effectively highlighting their service work via ePortfolio. For some service-learning courses, the assignments did not focus on civic engagement but instead focused on discipline-based content. Also, the other criteria are broader and, therefore, may be easier to identify. It was also difficult to assess whether students were participating in multiple service projects because courses usually focused on one project. This year, the reciprocity and collaboration category was further granulated and split into two categories, collaboration and mutually beneficial relationships. These two categories would benefit from refinement in the future.

Civic Action

Category	Score
Role in addressing social issues	0.72
Breadth of community engagement	0.68
Collaboration	0.81
Mutually beneficial relationships	0.81

■ 0-no evidence, 1-beginner, 2-developing 3-competent

Learning Outside the Classroom

We also wanted to see how civic literacy manifests in other areas of the ePortfolio, such as the *Learning Outside the Classroom page,* which is separate from the academic course work pages. Our reviewers looked at the *Learning Outside the Classroom* pages of student ePortfolios since this is the primary area where co-curricular service activities are highlighted. The *Learning Outside the Classroom* tab is a requirement when creating an ePortfolio as a part of the General Education experience.

The reviewers examined the artifacts in the Learning Outside the Classroom tab for Breadth of Community Engagement. The average score for this subcategory is 0.38.

Additional assessment

This year, we also incorporated the Dental Hygiene program (n=18), which recently received an Engaged Department distinction as well as Civically Engaged Scholars (n=5) not included in the random sample. The assessment of these programs was preliminary and only involved a small sample size; therefore, the analysis is not included in this report. We hope that next year, our efforts will be expanded to include more students in these categories, and we hope to compare them with the main sample in the future.

Summary of Recommendations

Overall, the findings demonstrate that faculty who teach service-learning courses should be more explicit in linking their course to the CLSLO. Recommendations include that faculty help students be more intentional about meeting these expectations and consistently posting to the ePortfolio. There is considerable variability in the types of assignments that students upload to their ePortfolio, which is only appropriate given faculty freedom to design the learning environment, but a more coordinated and intentional approach should result in a better program-wide assessment of student learning. This said, for most scores have increased from last year, showing improvement.

Given that all criteria and characteristic subcategories rank below or lightly above a beginner level, there are several additional recommendations based on the data in this report:

- **Collect, Connect, Reflect in ePortfolio:** With the limited number of ePortfolios containing service-learning assignments, the assessment is not representative of the SLCC service-learning student population. In order to have an adequately large randomized sample, more students need to upload relevant assignments related to the CLSLO rubric. Currently, existing service-learning faculty do not always require that the signature assignment posted in ePortfolio for their class focus on the CLSLO. Furthermore, all service-learning courses, even those that do not carry a General Education designation, ideally, will incorporate the ePortfolio into their curriculum.
- **Faculty Professional Development:** While recognizing faculty freedom to design service-learning assignments as they see fit, SLCC should continue to develop a more coordinated and intentional approach to service-learning faculty professional development. In-person faculty development workshops focusing on the CLSLO rubric have been developed but are limited in scope. An online course in Canvas could reach more faculty because a multi-pronged approach would be beneficial.
- **Reflection Prompts:** It would be helpful to address the areas that received lower scores (i.e., Awareness of Democratic Structures, Knowledge of Agencies/Organizations that Address Social Issues, etc.) and create additional prompts that help focus student reflection on these areas. We should also consider that student reflections are heavily reliant on the specific prompts provided on the ePortfolio web page. Often these prompts are focused on other student learning outcomes besides civic literacy and civic action. Therefore, the assignments evaluated may not adequately reflect the students' acquisition of these learning outcomes in their scores.
- **Rubric revisions:** the rubric also needs to be further revised for some of the lower-ranking areas, including Awareness of Democratic Structures, Perspective-Taking, Collaboration, and Mutually Beneficial Relationships with Partners.
- **Collaboration:** The Service-Learning and ePortfolio programs should continue to collaborate to ensure that all faculty teaching service-learning courses also receive training in ePortfolio pedagogy.
- **Learning Outside the Classroom:** On this tab, students are asked to highlight internships, travel, hobbies and talents, family, and friends as well as volunteer work. Since volunteer work is only one component of a large list of items that students can include, it may get overlooked. Sometimes artifacts from service-learning course work do appear here. This shows students are adding content to their ePortfolios more often when they are required to do so for their General Education courses. Anecdotally, students who are heavily engaged in the community such as Civically Engaged Scholars or Student Government participants, often have well-developed co-curricular material in this area that could be further analyzed qualitatively.

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

Team Lead
Lucy Smith - Engaged Learning Coordinator

Assessment Team
Gabe Byars - Assistant Professor, Occupational Therapy Assisting
Brenda Gardner - Associate Professor, Mathematics
Daniel Poole - Assistant Professor, Sociology
Emily Putnam - Assistant Professor, Psychology

Appendix A

Civic Literacy Student Learning Outcome Assessment Rubric

Criteria	Characteristic	0-No evidence	1-Beginner	2-Developing	3-Competent
Develop civic literacy/ knowledge	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
Critical Thinking surrounding Social Issues/ Capacity to become a community-engaged learner	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 have 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.
Working with others	Perspective-taking	No evidence.	States own perspective (i.e., cultural, disciplinary, and ethical).	Explains their own perspectives and identifies the perspectives of others.	Analyzes multiple perspectives for points of commonalities 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
Civic Action/ Students act in mutually beneficial ways	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 partner's needs from a 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.