

Possibilities for integrating the Civic Engagement Student Learning Outcome in the classroom

Salt Lake Community College (SLCC) defines community engagement as reciprocal collaborations with local, regional, national, and global communities for the purpose of a mutually-beneficial exchange of knowledge and resources.

The new Civic Engagement Student Learning Outcome 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.

Potential Assignment Prompts (Knowledge=K, Analysis=A, Civic Action=C)

- Make connections between your personal knowledge and skills related to addressing civic problems. (K, A)
- Describe your personal ethic. How does it align with civic actions? How does your ethic endorse the responsibilities of an active citizen in society? What other experiences (academic, personal, etc.) informed your personal ethic? (K, A, C)
- Describe the connections between your signature assignment and the world outside the classroom. How does the signature assignment relate to your larger community? Current and historical events? How will your learning in this class influence your action in the community? (K, A)
- Relate your civic engagement experience to the larger course objectives. How did the civic engagement project inform your learning? How did your experience with civic engagement relate to the learning in the classroom? How did your experiences support and/or conflict with course content? (K, A, C)
- Reflect on your previous involvement in the community and society. How has the learning in this course shifted your understanding of community and society? How will your involvement in the community be influenced by your learning in this course? (K, A, C)
- How did you experience reveal your values, attitudes, and biases? How did it reinforce or challenge your value, attitudes, and biases? (A)
- What do we know about the social issue being addressed and about how it has affected this community in particular? (K, A)
- What are the symptoms of _____, and what are the causes? (K, A)
- What are the social issues connected to the problem addressed by the project, such as racism, class stratification, or sexism? To what extent can a difference be made on this issue without addressing these social problems? (K, A)
- What underlying systems maintain the problem and the power dynamics? How can they be addressed and/or dismantled? (A)
- What are the assumptions embedded in this reading? What is omitted or glossed over? Why? (A)
- Describe how _____(course topic) relates to and is impacted by historical or current social issues. What suggestions do you have to address these issues and describe any potential actions you have or are planning to take to address these issues?
- How have/will you think or act differently based on what you have learned in class? (A,C)

- What is your role in addressing social change? What behavioral changes have you enacted? (A, C)
- What are some of the root causes of _____ issue? What actions can be taken to address this issue? What changes can, have, or will you make personally to address this issue?
- I have a responsibility and a commitment to use the knowledge and skills I have gained as a college student to collaborate with others who may be different from me, to help address issues in society. (K,A,C)