

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-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 agency/ organization(s) focused on addressing social issues.	Describes surface level characteristics agency/ organization(s) responsible for addressing social issues.	Analyzes relevant agency/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.

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 impact on society.	Explains own perspective and may also identify with one other perspective on 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 on issues (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 participate in community engagement 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 participate in community engagement 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 participate in community engagement 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 commonalities 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.

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