***Report on Assessment of Student Outcomes 2011-12***
***(PRAC Annual Report)***

***IUPUI Center for Service & Learning***

## I.    Learning Outcomes

The Center for Service and Learning (CSL) seeks to develop the outcome of "**civic-mindedness**" in students graduating from IUPUI, focusing on those who are involved with our center through a variety of programs. From the perspective of higher education, we define a ***civic-minded graduate*** to be a person who has completed a course of study (e.g., bachelor's degree), and has the capacity and desire to work with others to achieve the common good. "***Civic-mindedness***" refers to a person's inclination or disposition to be knowledgeable of and involved in the community, and to have a commitment to act upon a sense of responsibility as a member of that community (Steinberg, Bringle, & Hatcher, 2011). Thus, we are interested in measuring a person's orientation toward the community and other people in the community, as distinct from an internal or self-orientation, family orientation, or a corporate/profit orientation.

CSL is not an academic unit, therefore we do not directly measure the IUPUI Principles of Undergraduate Learning (PULs); however, we believe that the learning outcomes associated with civic-mindedness relate to all of the PULs.  In support of the university mission of civic engagement, CSL assesses the extent to which students within our programs develop civic knowledge, skills, dispositions, and have behavioral intentions to be active participants in society. CSL uses this information to assess programs and identify opportunities to further the campus mission for civic engagement and support student achievement of the PULs.

## II.    Assessment Measures

The CSL has developed the *Civic-Minded Graduate (CMG) Scale* (Appendix A), the *Civic-Minded Graduate(CMG) Narrative* and associated Rubric (Appendix B) to assess the extent to which students in our programs have developed the civic knowledge, skills, dispositions, and behavioral intentions associated with civic-mindedness (Steinberg, et al., 2011). The CMG Scale has shown "good temporal reliability, internal consistency, and convergent validity with the CMG Narrative. In addition, the rubric for the CMG Narrative demonstrated high inter-rater reliability" (Steinberg, Bringle, & Hatcher, p. 27).

Consistent with other studies related to student civic growth and development, the majority of students do not report a statistically significant increase in civic-mindedness after one semester (Bickford & Reynolds, 2002). Previous research using the CMG Scale shows that students who have taken more service learning courses are more civic-minded than their peers who have taken fewer service learning courses (Steinberg, et al., 2011). In conclusion, assessing

student development of civic-mindedness is challenging because it requires students to be engaged in at least two semesters if not more in order to see growth. In addition, the nature of the experience and prior involvement in civic engagement activities is a factor to consider. The students in the Sam H. Jones (SHJ) Community Service Scholarship programs tend to be a good population to study because the majority of the students participate in the program for the academic year, and sometimes multiple years. These assessment instruments have been administered to all of the students in the SHJ programs for several years.

As a result of our findings in 2009-10, CSL developed a set of sub-prompts toward continuous improvement of the *CMG Narrative* and Rubric and to explore whether or not separating each domain of the CMG, further clarifying the intention of the CMG Narrative, yielded more authentic evidence of civic growth and development than the full prompt (See Appendix C). The sub-prompts were used in the newest assessment measure - digital stories. Students who opted to create the digital story were given the CMG sub-prompts, then asked to do a meta-level reflection by creating a digital story. The digital stories created will be analyzed using the CMG Rubric during the Fall semester.


### III.    Learning Opportunities

Students involved in the SHJ scholarship programs have many opportunities to develop the knowledge, skills, and dispositions of a civic-minded graduate.  For example, students are regularly engaged in reflection activities, dialogue with a wide range of people such as community partners, faculty, civically engaged peers, and attend regular trainings. In addition, the students participate in community service, volunteer for events on campus, community-based work study, and/or service learning courses. These activities help students develop the knowledge, skills, dispositions, and behavioral intentions of civic-minded graduates. CSLs assessment includes the learning that occurs as a result of participation in the service-based scholarship program (SHJ) as well as other campus activities designed to encourage student civic growth and development.

Prior to the start of the 2011-2012 academic year, the Assessment Specialist met with each of the coordinators to identify domains of the CMG to focus on for the coming year based on previous year's CMG results. As a result of those discussions, more attention was given to the CMG model to increase student awareness of key terms, concepts, and understanding of what it means to be civic-minded. During regular training meetings, students were asked to apply their experiences to the CMG model and reflect creating an environment that encourages development of civic-mindedness.

In addition, some programs require scholars to enroll in a service learning course together. For example, a cohort of students in the 2011-2012 academic year took a Philanthropic Studies (P330) course together while another cohort took Psychology (B104). Students enrolled in these

courses were reflecting on their experiences in the community, connecting their learning back to course content, and were asked to consider what it means to be an active participant in society.

Another program, the Service Learning Assistants (SLAs), represent the largest program with nearly 100 students. Students in the SLA program are selected by a faculty/staff mentor (as opposed to applying for the award directly) to assist with a service learning course, community-based research project, or build capacity within a unit to offer service learning courses. Students as well as faculty in the SLA program go through an orientation, which includes an overview of the CMG Model. As a program requirement, students are expected to participate in at least one professional development activity, then reflect on how the activity contributed to their development of civic-mindedness. At the end of the award period, students write a response to the *CMG Narrative* prompt, which is then assessed by their faculty/staff mentor.

Although specific examples have been illustrated, students enrolled in any of the SHJ scholarship programs are asked to reflect upon their experiences to foster student development of civic-mindedness. The CMG Model is CSLs 'North Star' and therefore resides at the core of CSLs work with students, faculty, staff, and community partners.


### IV.     Assessment Plans

Students in our scholarship programs take the *CMG Scale* at the beginning and end of the award period in addition to a written reflection in response to the *CMG Narrative*. After receiving statistically insignificant results from the 2010-2011 year, we employed a new methodology in 2011-2012. The new methodology takes into consideration response shift bias, which includes a retrospective post-test (also referred to as then-test) allowing students to better rate their growth (Howard & Dailey, 1979; Howard, 1980). In summary, students responded to the *CMG Scale* at the beginning of the semester (pre-test), then again at the end of the semester (post-test). Immediately after the post-test, students were given the questions once again, but were asked to think retrospectively and rate themselves based upon their understanding of where they were at the beginning of the semester (then-test). The results of the pre-test are used as a baseline to inform the curriculum for the year and serves as a comparison to previous years.

The results of the survey are analyzed based on the type of program and shared with the program coordinators. A further analysis is conducted to compare the SLA program to all other non-SLA programs. Again, the SLA program is unique because the students are identified and mentored by faculty/staff at IUPUI. This is important to note because the award criteria for the non-SLAs is prior civic engagement experiences and a strong sense of civic-mindedness. So, when we analyze the results, we are interested in comparing the extent to which students in the SLA program developed civic-mindedness compared to non-SLAs.

In addition to administering the survey to students in the SHJ scholarship programs, CSL piloted the use of digital stories as previously mentioned. Digital storytelling enables students to make sense of a cognitive domain (Alexander, 2011), help organize experiences, and define one's sense of self (Schank, 1995). "The process of constructing a digital story inspires students to dig deeper into their subject, to think more complexly about it, and to communicate what

they have learned in a more creative way" (Microsoft, 2010, p. 2). When the process of creating a digital story is combined with critical reflection strategies (Boyd & Fales, 1983; Hatton & Smith, 1995; Mezirow, 1981; Schön, 1991), there is great potential to enhance student learning while also providing CSL with better evidence from which to assess student civic-mindedness.

### V.        Assessment Findings

**Table 1** presents indirect evidence of outcomes, i.e. results of the *CMG Scale* with students involved in CSL programs in 2011-2012. Students indicated the extent to which they agreed to the items on the *CMG Scale*, one (strongly disagree) to six (strongly agree). Scores indicate the *average change* between the post-test and then-test for each item (organized by subsets) based on each scholarship program. There were a total of 183 respondents (N=183). The cells in yellow indicate they were statistically significant at the 0.05 level. The cells in green indicate they were statistically significant at the 0.10 level.

**Table 2** illustrates the average change for the SLAs compared to all other scholarship programs (non-SLAs). All scores were statistically significant at the 0.05 level. Due to the nature of the SLA program in comparison to all other programs, we are not surprised by the differences in results. Of note was the greater difference on 'Skills: Diversity', 'Skills: Consensus-Building', and 'Disposition: Valuing Community Engagement'. The majority of SLAs are working within a curricular context and these results lead to more questions about what is going on in the SLA program in comparison to non-SLAs. The SLA program relies upon faculty/staff mentors to structure the student's experience, making this a more difficult question to answer.

**Table 3** presents direct evidence of student outcomes, i.e. faculty ratings of student narratives produced through eportfolios in the SLA program. Faculty rated 76.6% of the narratives at proficient or higher with the highest rated domains being 'Benefit of education to address social issues' and 'Self-identity; Civic-identity' at 85.6% and 85.5%, respectively. As seen in previous years, the ratings were high.

Overall, the results indicate that students in the CSL programs report high levels of civic-mindedness. In the past, CSL was primarily concerned with mean scores and compared the results to identified benchmarks for freshman, mid-level students, and for advanced students. We are now more interested in whether or not students change over time (and ideally because of their involvement in a program). This shift in focus is due to the fact that we were seeing students meeting the benchmarks on a regular basis leading us to question whether the students were more predisposed to be civic-minded or if their involvement in the programs impacted them in any way. Assessing the change over time has enabled examination of various aspects of the programs as will be described in the following section.

| Scale | Overall N = 183 | AR*AC Team Leader N = 9 | AR*AC Coaches N = 29 | Democracy Plaza Scholars N = 7 | Freshman Service Scholars N = 10 | Fugate Scholars N= 11 | Community Partner Scholar N = 9 | Community Service Leader N = 8 | Community Service Scholar N = 12 | Service Learning Assistant N = 92 | Service Corp N = 4 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Knowledge: Volunteer Opportunities | .703 | .000 | .740 | 1.000 | 1.143 | .500 | 1.467 | .762 | .625 | .661 | .667 |
| Knowledge: Academic Knowledge and Technical Skills | .662 | .542 | .558 | 1.222 | .857 | .367 | .267 | 1.190 | .528 | .652 | .333 |
| Knowledge: Contemporary Social Issues | .565 | .125 | .611 | 1.111 | .952 | -.067 | .133 | 1.357 | .111 | .616 | -.083 |
| Skills: Listening | .545 | .438 | .565 | 1.083 | 1.143 | -.056 | .200 | .929 | .375 | .517 | .375 |
| Skills: Diversity | .362 | .375 | .667 | .944 | .571 | .259 | -.200 | .810 | .212 | .232 | .167 |
| Skills: Consensus-Building | .350 | .042 | .587 | 1.111 | .381 | -.033 | .200 | .690 | .056 | .315 | .083 |
| Disposition: Valuing Community Engagement | .462 | .094 | .623 | .875 | .714 | .324 | .250 | 1.036 | .205 | .427 | -.125 |
| Disposition: Efficacy | .695 | .667 | .761 | 1.389 | .810 | .278 | .400 | 1.095 | .424 | .678 | .167 |
| Disposition: Social Trustee of Knowledge | .555 | .542 | .812 | 1.333 | .619 | .444 | .000 | 1.048 | .000 | .498 | .083 |
| Behavioral Intentions | .541 | .604 | .457 | .556 | .976 | .204 | -.067 | 1.286 | .394 | .537 | .333 |
| TOTALS | | | | | | | | | | | |
| Knowledge | .640 | .222 | .614 | 1.111 | .984 | .267 | .622 | 1.103 | .421 | .643 | .306 |
| Skills | .420 | .285 | .623 | 1.046 | .698 | .056 | .067 | .810 | .187 | .355 | .208 |
| Dispositions | .571 | .434 | .732 | 1.199 | .714 | .349 | .217 | 1.060 | .210 | .534 | .042 |
| Behavioral Intentions | .541 | .604 | .457 | .556 | .976 | .204 | -.067 | 1.286 | .394 | .537 | .333 |

Table 2.  All results were statistically significant at the 0.05 level. The Yellow indicates the greatest difference in SLAs compared to non-SLAs.

| Scale | Overall N = 183 | Service Learning Assistant N = 92 | Non SLA total N = 99 |
|---|---|---|---|
| Knowledge: Volunteer Opportunities | .703 | .661 | .751 |
| Knowledge: Academic Knowledge and Technical Skills | .662 | .652 | .673 |
| Knowledge: Contemporary Social Issues | .565 | .616 | .506 |
| Skills: Listening | .545 | .517 | .579 |
| Skills: Diversity | .362 | .232 | .516 |
| Skills: Consensus-Building | .350 | .315 | .503 |
| Disposition: Valuing Community Engagement | .462 | .427 | .716 |
| Disposition: Efficacy | .695 | .678 | .622 |
| Disposition: Social Trustee of Knowledge | .555 | .498 | .544 |
| Behavioral Intentions | .541 | .537 | .636 |
| **TOTALS** | | | |
| **Knowledge** | .640 | .643 | .499 |
| **Skills** | .420 | .355 | .614 |
| **Dispositions** | .571 | .534 | .544 |
| **Behavioral Intentions** | .541 | .537 | .636 |

Table 3. Ratings are on a scale of 1 (Novice) to 7 (Proficient)

| Ratings | Self-Identity; Civic Identity | | Understanding how issues are addressed in society | | Active participant in society to address social issues | | Collaboration with others across difference | | Benefit of education to address social issues | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 1-Novice | 1 | 1.1 | 1 | 1.1 | 1 | 1.1 | 2 | 2.2 | 3 | 3.3 |
| 2 | 0 | 0 | 0 | 0 | 3 | 3.3 | 2 | 2.2 | 1 | 1.1 |
| 3-Apprentice | 4 | 4.4 | 7 | 7.8 | 7 | 7.8 | 4 | 4.4 | 1 | 1.1 |
| 4 | 8 | 8.9 | 13 | 14.4 | 10 | 11.1 | 9 | 10 | 8 | 8.9 |
| 5-Proficient | 28 | 31.1 | 19 | 21.1 | 27 | 30 | 27 | 30 | 23 | 25.6 |
| 6 | 20 | 22.2 | 31 | 34.4 | 16 | 17.8 | 24 | 26.7 | 28 | 31.1 |
| 7-Distinguished | 29 | 32.2 | 19 | 21.1 | 26 | 28.9 | 20 | 22.2 | 26 | 28.9 |
| Percentage rated Proficient (5) or higher | | 85.5 | | 76.6 | | 76.7 | | 78.9 | | 85.6 |
| Mean rating | 5.6 | | 5.4 | | 5.3 | | 5.4 | | 5.6 | |
| Median | 6 | | 6 | | 5 | | 5.5 | | 6 | |

## VI.    Actions Taken in Response to Findings

Based on our assessments over the years and CSLs desire to contribute to the discipline, we are embarking on a number of things. First, the Assessment Specialist has been working with the program coordinators to identify civic learning outcomes specific to each program. The CMG has always been at the forefront of the work, but we are being more intentional and explicit this year. In addition to identifying the civic learning outcomes for the programs, we are examining the curriculum for each program and how various trainings and activities help to achieve the program outcomes. We have also developed a plan to evaluate the extent to which the activity met the intended outcomes. In the end, we should have a better understanding of what it is about the trainings and activities within each program contribute to student development of civic-mindedness.

Secondly, CSL is assessing the extent to which participants in service events have met the identified learning outcomes. This included identifying civic learning outcomes for the various types of service events (Days of Caring, Pass-the-Mic, etc.), then surveying only those who participated to learn more about why they volunteered to participate and the learning that may have occurred as a result. It is our hope that the result of this work will provide us with data we need to demonstrate to faculty and administrators the potential IUPUI students have develop civic knowledge and skills critical in today's global economy by participating in community service at IUPUI.

Third, we are interested in exploring the potential digital storytelling has as an innovative reflection strategy to provide authentic evidence of student civic growth (as opposed to self-assessments) and the ways it may enable us to improve the *CMG Narrative* prompt(s) and associated rubric. We will be assessing the digital stories that were created last year using the CMG Rubric, then revising the reflection prompts as needed. Then, all students participating in an alternative break (Fall and Spring break trips) will be required to create a digital story reflecting upon their experience. Students will be encouraged to include their digital story in their eportfolio (ePDP) if they have one.

Lastly, the Interim Assessment Specialist, Kristin Norris, is conducting her dissertation research on the impact student-faculty interactions have on student development of civic-mindedness. The students in the SHJ programs were asked to rate the extent to which they perceive their mentor to be a Civic-Minded Professional (Hatcher, 2008) and about the nature of their interactions. The results of the study will insights into the ways in which faculty across campus hold the potential to influence student development of civic-mindedness and what about their interactions with students results in civic growth. CSL intends to use this information to improve faculty development programs and inform other constituents who come in contact with students through civic engagement on the ways they can develop civic-mindedness in our students.

**Appendix A: CMG Scale**

## Civic-Minded Graduate Scale
## Items Sorted by Subscale

**Knowledge: Volunteer Opportunities**

- My experiences at IUPUI have helped me know a lot about opportunities to become involved in the community.
- Based on my experiences at IUPUI, I would say that most other students know less about community organizations and volunteer opportunities than I do.
- Through my experiences at IUPUI, I am very familiar with clubs and organizations that encourage and support community involvement for college students.

**Knowledge:  Academic Knowledge and Technical Skills**

- My educational experience at IUPUI has given me the professional knowledge and skills that I need to help address community issues.
- After being a student at IUPUI, I feel confident that I will be able to apply what I have learned in my classes to solve real problems in society.
- My experiences at IUPUI have enabled me to plan or help implement an initiative that improves the community.

**Knowledge: Contemporary Social Issues**

- My experiences at IUPUI have prepared me to write a letter to the newspaper or community leaders about a community issue.
- My education at IUPUI has made me aware of a number of community issues that need to be addressed.
- My education at IUPUI has motivated me to stay up to date on the current political issues in the community.

**Skills: Listening**

- My experiences at IUPUI have helped make me a good listener, even when peoples' opinions are different from mine.
- My IUPUI education has prepared me to listen to others and understand their perspective on controversial issues.

**Skills: Diversity**

- My experiences at IUPUI have helped me realize that I prefer to work in settings in which I interact with people who are different from me.
- My IUPUI education has helped me appreciate how my community is enriched by having

some cultural or ethnic diversity.
- My experiences at IUPUI have helped me develop my ability to respond to others with empathy, regardless of their backgrounds.

**Skills: Consensus-Building**

- As a result of my experiences at IUPUI, other students who know me well would describe me as a person who can discuss controversial social issues with civility and respect.
- My experiences at IUPUI have helped me realize that when members of my group disagree on how to solve a problem, I like to try to build consensus.
- When discussing controversial social issues at IUPUI, I have often been able to persuade others to agree with my point of view.

**Dispositions: Valuing Community Engagement**

- My IUPUI experiences helped me to realize that I like to be involved in addressing community issues.
- My IUPUI experiences have helped me develop my sense of who I am, which now includes a sincere desire to be of service to others.
- Based on my experiences at IUPUI, I would say that the main purposes of work are to improve society through my career.
- My experiences at IUPUI have helped me realize that it is important for me to vote and be politically involved.

**Dispositions: Efficacy**

- My education at IUPUI has increased my confidence that I can contribute to improving life in my community.
- My IUPUI education has convinced me that social problems are <u>not</u> too complex for me to help solve.
- Because of my experiences at IUPUI, I believe that having an impact on community problems is within my reach.

**Dispositions: Social Trustee of Knowledge**

- As a result of my experiences at IUPUI, I want to dedicate my career to improving society.
- Because of the experiences I had at IUPUI, I feel a deep conviction in my career goals to achieve purposes that are beyond my own self-interest.
- I believe that I have a responsibility to use the knowledge that I have gained at IUPUI to serve others.

**Behavioral Intentions**

- Because of my IUPUI experiences, I plan to stay current with the local and national news

after I graduate.

- My experiences at IUPUI have increased my motivation to participate in advocacy or political action groups after I graduate.
- Because of my experiences at IUPUI, I intend to be involved in volunteer service after I graduate.

**Appendix B:** *CMG Rubric* **and** *CMG Narrative*

## IUPUI Center for Service and Learning
## Rubric for Civic-Minded Graduate Narrative

| | N/A | Not Present | 1—Novice | 2 | 3—Apprentice | 4 | 5—Proficient | 6 | 7--Distinguished |
|---|---|---|---|---|---|---|---|---|---|
| **Self-Identity; Civic Identity (includes self-reflection on responsibility and personal commitment to service** | | | * Simply restates the prompt<br><br>* "Not my responsibility and I have no commitment to service"<br><br>* Limited evidence of personal examination | | * Expectation for involvement comes from external source or authority (e.g., faith, parents, teacher, clubs)<br><br>* Commitment to service is based on compliance to external norms<br><br>* States socially desirable position with little or no personal examination<br><br>* States that "I can/will/want to make a difference" without elaboration on complexities | | * Commitment to service is derived from personal experience<br><br>* Examines personal values and motivations to make a difference in society<br><br>* Wrestles with difference between responsibility and personal commitment to service<br><br>* Identifies personal frustrations, limits, barriers in addressing social issues and serving others | | * Personal values clearly align with civic actions<br><br>* Commitment to service is well-integrated into his/her self-identity<br><br>* Demonstrates strong commitment to continued service involvement in their future<br><br>* Endorses the responsibilities and active role of citizens in society<br><br>* Describes optimistic yet realistic assessment of the personal impact they can have on social issues<br><br>* Integration of personal abilities and limitations to address social issues and to serve others |
| **Understanding How Social Issues Are Addressed in Society** | | | * Simply restates the prompt<br><br>* Little or no mention of social issues<br><br>* Society is described as an external entity, totally separate from self<br><br>*No mention of stakeholders[#] | | * Demonstrates awareness of social issues (e.g., lists or describes social problem)<br><br>*Mentions stakeholders[#] that address social issues<br><br>* States own opinion on a social issue(s) | | * Recognizes alternative roles and perspectives of stakeholders[#] in addressing social issues<br><br>*Recognizes legitimacy of alternative opinions on social issues<br><br>*Recognizes public policy as a means to address social issues<br><br>*Articulates system causes and solutions for social issues | | * In-depth or complex understanding of stakeholders[#] in society and how they work together across differences to address social issues<br><br>*In-depth or complex understanding of social issues, interrelationships among problems and solutions<br><br>*Analyzes interrelationship between local, national and global issues<br><br>*Works within the realistic context that social change occurs over time.<br><br>*Values community voice in addressing social issues |

**#--Stakeholders** may include nonprofit organizations, government agencies, student clubs, community organizations, grassroots initiatives, community residents, and those who are impacted directly by a social issue.

| | N/A | Not Present | 1—Novice | 2 | 3—Apprentice | 4 | 5—Proficient | 6 | 7--Distinguished |
|---|---|---|---|---|---|---|---|---|---|
| **Active Participant in Society to Address Social Issues** | | | *Little or no mention of involvement in the community or in serving others. | | * Describes some involvement in the community through occasional or periodic service activity<br><br>* Describes previous service experience<br><br>*Identifies ways to take individual action (e.g., tutoring, cleaning environment) | | *Demonstrates frequent involvement through their direct service, projects, or advocacy efforts<br><br>*Ability to recruit others to address social issues or participate in group activities.<br><br>*Personal involvement in a variety of service activities & interactions in the community | | *Demonstrates sustained involvement over time through their direct service, projects, or advocacy efforts<br><br>*Personal involvement in a variety of service activities has led to more depth of engagement.<br><br>*Generates new ideas and is a catalyst for change<br><br>*Ability to convene or lead others in addressing social issues or participating in group activities |
| **Collaboration with Others Across Difference (includes diversity, interconnectedness, mutuality, and respect)** | | | * Simply restates the prompt<br><br>* Includes only "I" statements<br><br>* "Me-ness" (orientation toward self, little or no mention of others)<br><br>* Little or no mention of difference or diversity | | *Awareness of being a "piece of a puzzle," part of a whole<br><br>* Describes the importance of collaboration, or gives examples of experiences with teamwork or group work<br><br>* Confidence to state own opinions in groups<br><br>*Mentions difference as "me" helping "them" | | * Values diverse opinions or ideas in decision-making with others<br><br>* Describes give-and-take in collaboration<br><br>* Recognizes importance of listening skills to gain perspective of others<br><br>* Expresses comfort in working with people of different backgrounds<br><br>* Describes personal growth through interaction with others | | *Demonstrates an understanding of mutuality or reciprocity with others<br><br>* Describes the need for consensus-building to address a social issue<br><br>* "We-ness" (sees and describes self in relationship with society/community)<br><br>*Ability to express own perspective while valuing others' opinions<br><br>*Values cultural diversity and how it enhances society |
| **Benefit of Education to Address Social Issues** | | | * Simply restates the prompt<br><br>* Little or no mention of knowledge and skills gained through education or experiences as a college student | | * Lists relevant educational or other experiences as a college student without connecting them to social issues or serving others (e.g., class content, service learning class)<br><br>* Identifies knowledge or skills they have without connecting to social issues or serving others<br><br>*Describes the personal benefit of their education | | * Links the purpose of education to social issues or to serving others<br><br>* Identifies personal knowledge and skills to make a difference in society<br><br>* Describes education as a privilege or opportunity | | * Intentional choice of major or career path to improve society or to serve others<br><br>* Understands how their personal knowledge and skills connect to addressing social issues and serving others<br><br>* Describes education as a privilege/opportunity that places an added responsibility to act on behalf of others (societal benefit) |

**The following is the prompt that students were responding to, in writing reflections:**
*I have a <u>responsibility</u> and a <u>commitment</u> to use the <u>knowledge and skills</u> I have gained as a college student to <u>collaborate with others</u>, who may be <u>different</u> from me, to help address issues in society.*

> Please indicate the extent to which you agree or disagree with this statement by circling the appropriate number.
>
> | Strongly | | | | | Strongly |
> |----------|---|---|---|---|----------|
> | Disagree | | | | | Agree |
> | 1 | 2 | 3 | 4 | 5 | 6 |

Considering your education and experiences as a college student, explain in 1 – 2 typewritten pages the ways in which you agree or disagree with this statement and provide personal examples when relevant.

### How to use the CMG rubric

1. The CMG Narrative is designed to be an assessment of civic learning. It is not designed to be an evaluation of general intelligence, general cognitive complexity, or quality of writing. Be prepared to look beyond mere length or elegance of writing (or lack thereof) to the concepts and ideas expressed.

2. There are five dimensions that have been identified to evaluate the CMG narratives. These include (a) civic-identity, (b) understanding how social issues are addressed in society, (c) active participation in society to address social issues, (d) collaboration with others, and (e) the benefit of education to address social issues.

3. **There may be only one example that is evident in the narrative, and this one example can become the basis for your score on a dimension. Narratives do **not** need to exhibit all of the examples of evidence at a specific level in order to receive that score. Narratives also do not need to exhibit evidence at lower levels in order to achieve a particular score.**

4. Evidence for each dimension has been identified, and these types of evidence range from low to high. Higher scores on the rubric have an increasing number of examples and increasing complexity of ideas demonstrated.

5. Scores of 2, 4, or 6 can be assigned when you feel that the narrative demonstrates qualities to receive a score higher than a 1, 3, or 5, but does not provide sufficient evidence to merit the next highest score.

6. Check "**Not Present**" if the student did not address a particular dimension in their narrative. The student thus will receive a score of 0 in this dimension.

7. Check "**Not Applicable**" if the <u>prompt</u> itself does not address a particular dimension. For example, an instructor may want to give focus to one particular dimension in the prompt, such as Collaboration with Others, but leave out another dimension, such as the Benefit of Education. In this case the rater would check "Not Applicable" for the Benefit of Education dimension.

8. The rubric provides examples of evidence for each dimension. Resist taking the rubric too literally. Students may use different words to express the ideas captured in each dimension.

9. Perceptions are formed when reading the narrative based on length, quality of writing, and stylistic impressions from the tone of the writer. Understandably, you will make some evaluations based on perceptions, rather than clear evidence. This is one of the challenges with grading any written product. To the best of your ability, determine a reason for your perception if there is not clear evidence that you can point to as the basis for your evaluation.

**Appendix C: CMG Sub-prompts**

<u>**Civic Identity:**</u>
Imagine that you had to write your own eulogy or a letter of recommendation for yourself. In preparing your remarks and reflecting on the person you will become as well as what you have already accomplished in your life, how do you want your community to remember you? How would you describe your responsibility to the community? In what ways and under what conditions, have you acted on your beliefs to work toward a common good? *In describing yourself, make sure to provide explicit examples to illustrate your view.*

1. How would you describe yourself/self-identity in regards to either (a) your hobbies or (b) your responsibility to the community? Describe and give examples.

2. To what extent have you thought about yourself as being civically involved? And, to what degree can you offer evidence that this is a characteristic of your civic identity?

<u>**Understanding How Social Issues Are Addressed in Society:**</u>
1. Describe an issue in society; analyze its root causes, who it impacts, and potential solutions. Please use examples where appropriate.

2. How can social problems or issues be addressed in society? What types of people or groups might be involved in solving social issues? Please use examples where appropriate.

<u>**Active participation in society to address social issues:**</u>
1. Considering your experiences at IUPUI, explain various ways you have been involved in your community that have addressed social issues. Here are some examples of <u>*types of activities*</u> to elaborate upon:

   - Volunteering or community service (ex. Working at the Humane Society)
   - Political involvement (ex. Voting, working with a political group or official)
   - Advocating for social change (ex. Writing a letter to a public official about a cause you care about; being an active member of a group that lobbies for legislative change; avoiding buying something because of the social or political values of the company)
   - Informal community building (helping a neighbor, building connections in my community, teaching Sunday School)

2. A social issue is a problem in a community or society. Describe the <u>social issues or problems</u> that you have worked on through the activities you listed above.

<u>**Collaboration with Others Across Difference:**</u>

Imagine that you have just applied for a summer internship as the Assistant Director of Programming at a summer camp for youth. This job requires you to be able to plan activities for a diverse population of campers with a variety of needs as well as collaborate with a variety of camp staff, including the cafeteria staff, the camp rangers, office staff, the camp nurse, camp counselors and the camp director.
Your application requires a narrative in which you must indicate your ability to work and communicate with people from a variety of backgrounds. Please answer the following questions to assist you in preparing this narrative for this summer internship:

   - Describe a time in which you collaborated on a project or activity around a social issue with a person(s)or group different from you.
   - In what specific ways was this person(s) or group different from you?

- What stood out to you about how you approached the project or activity together?
- What were some of the challenges and opportunities that arose?
- Were you able to come to a decision or consensus on solving a problem? How, or why not?
- Did this experience influence your understanding of addressing social issues? (A social issue is a problem in a community or in society.)

**<u>Benefit of Education to Address Social Issues:</u>**
1. A social issue is a problem in a community or in society. Discuss how your <u>academic work</u> (e.g., classes, internships) has contributed to your understanding of how to address social issues. Within your response, please address the following:
   - why you chose to pursue an education,
   - how your choice of major/discipline is influential to your understanding of how to address social issues
2. Discuss how your experiences in college outside the classroom (e.g., student organizations, volunteer projects) have contributed to your understanding of how to address social issues. Within your response, please discuss any knowledge, skills, or attitudes you gained through your experience(s) that are essential to realizing how your education can be used to address social issues.
3. Lastly, how do you think your college education & experiences at IUPUI have prepared you, shaped your views, or influenced your intentions to be civically engaged in the future?