Center for Service and Learning
Program Review and Assessment Committee

(PRAC) Report
2016-2017

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Overview

Scope of Report

The 2016-17 Program Review and Assessment Committee (PRAC) report submitted by the Center for Service and Learning (CSL) focuses on selected learning outcomes of Sam H. Jones Community Service Scholars. These include:

- **Service Learning Assistant Scholars**
- **SAM Scholars**, which encompass the following 8 programs: Alternative Break Trip Leaders, Community Service Leaders, Community Service Scholars, Family Schools and Neighborhood Scholars, First Year Service Scholars, Fugate Scholars Paws Pantry Scholars, and Service Corp Scholars.
- `First Year Service Scholars

Civic Learning Outcomes

Increasingly, civic engagement is seen as an integrated aspect of higher education and this has implications for institutional assessment. Higher education institutions are facing both internal and external pressures to improve and demonstrate the worth and value of interventions that promote student civic learning. Howard (2001) defines civic learning as

> any learning that contributes to student preparation for community or public involvement in a diverse democratic society… knowledge skills and values that make an explicitly direct and purposeful contribution to the preparation of students for active civic participation. (p. 45).

The Association of American Colleges and Universities (AAC&U) released a national call to action in the report *A Crucible Moment: College Learning & Democracy's Future* (National Task Force, 2012). The report provides recommendations to the U.S. Department of Education and urges the higher education community "to embrace civic learning and democratic engagement as an undisputed educational priority" (p. 2). The report rejects the notion that the mission of higher education is to focus on workforce preparation and training at the expense of knowledge basic to democracy. The report also has implications for institutional research, assessment practitioners, and evaluators as "colleges and universities are asked to examine their

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role in civic learning and monitor how they have an impact on students' development" (Hurtado, Ruiz, & Wang, 2012, p. 3).

Center for Service and Learning

CSL engages students, faculty, staff, and community members in educationally meaningful service to promote learning and development, advance best practice and assessment, achieve community goals through partnerships, and further the community engagement mission of IUPUI (http://csl.iupui.edu). CSL strategic goals include cultivating a campus environment that enhances student learning and success across the curriculum and co-curriculum.

CSL advances high impact educational practices. Through community-engaged learning, students apply learning outside of the classroom context and collaborate with others to deepen understanding of course content and contemporary social issues relevant to each discipline.

Civic Learning Outcomes

To determine if service learning courses and other civic engagement programs are helping students achieve civic learning outcomes, CSL has developed specific assessable outcomes that focus holistically on students' civic learning. The outcomes define the knowledge, skills, attitudes, behaviors, affect, and values that students need to develop in order to be civically engaged, cultivate civic identity and commitment, understand the diversity of cultures, develop informed perspectives on social issues, and participate actively in public problem solving and community service.

CSL promotes student civic learning outcomes derived from the Civic-Minded Graduate (CMG) construct. 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" (Bringle & Steinberg 2010, p. 429). A CMG is someone who completes a course of study and has the capacity and desire to work with others to achieve the common good. This person has achieved this desire through the integration of three domains: personal identity, civic experiences and educational experiences (see Figure 2).

Figure 2

Cultural and Social Context
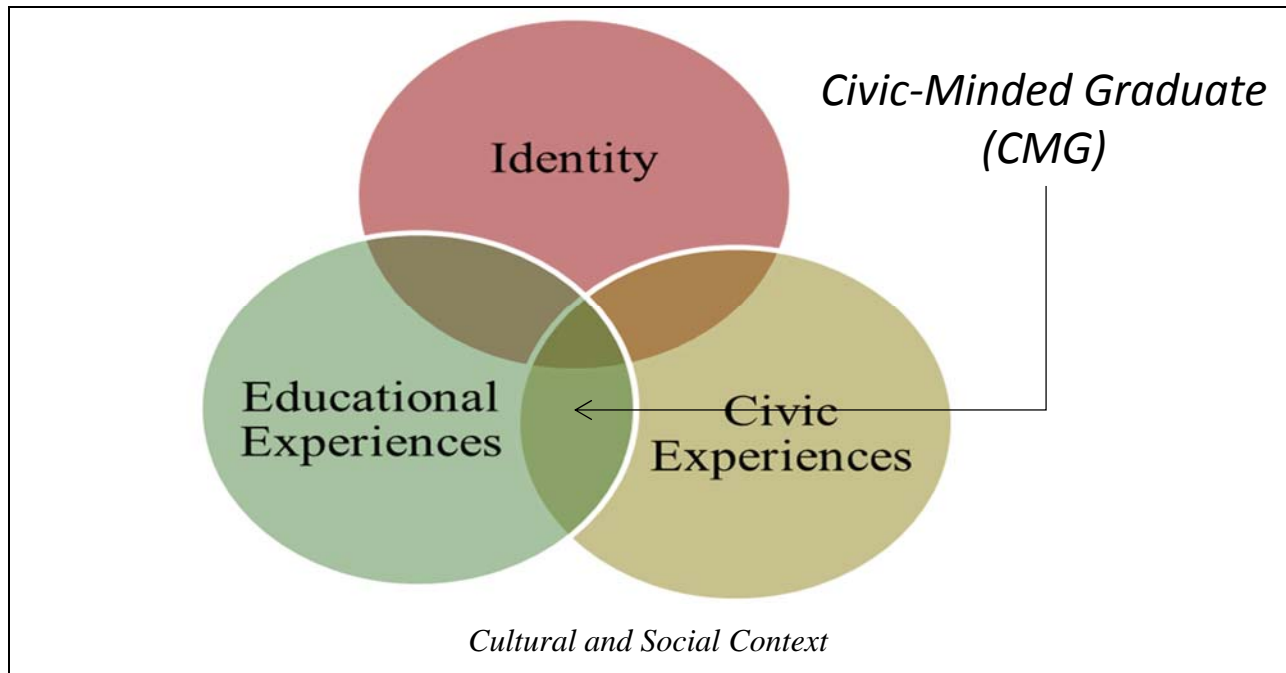
The construct of CMG is comprised of ten domains (Bringle & Steinberg, 2010) and these are clustered by knowledge, skills, dispositions, and behavioral intentions (see http://csl.iupui.edu/teaching-research/opportunities/civic-learning/graduate.shtml). The civic learning outcomes derived from CMG and assessed in this report listed on the following pages, along with the relevant IUPUI Principles of Co-Curricular Learning (PCL).

Reflection Learning Outcomes

In addition to students' testimonials and self-reports that assess the quality of their learning and the meeting of learning objectives, CSL also directly assesses learning outcomes expressed in written products of reflection. Acknowledging that students need guidance to connect their experiences to course material, with challenging their beliefs and assumptions, and with deepening their learning, CSL employs the DEAL (Describe, Explain, Articulate Learning) model of reflective practice. This challenging written reflection allows students to show, rather than tell, that they have attained better understanding, ability to apply their knowledge, problem-solving skills, and cognitive development (Ash and Clayton, 2004). This process supports students in recognizing what they have learning through reflection on experience, placing it in

context, and expressing it concisely. Put another way, it supports them in thinking critically about their own learning (Ash and Clayton, 2004).

Sam H. Jones (SHJ) Community Service Scholar Learning Outcomes

Service Learning Assistant Scholars

Learning Outcomes (Faculty assessment)	Relevant PCL
●Articulates how social issues are addressed in society	PCL 6: Values and Ethics
●Articulates the Benefit of Education to Address Social Issues	PCL 6: Values and Ethics
●Articulates integration of experience to learning	PCL 3: Integration and Application of Knowledge
●Articulates learning relevant to the learning goal	PCL 2: PCL 2: Critical Thinking
●Makes statements that are accurate and well supported with evidence	PCL 2: Critical Thinking
●Provides examples, points, terms, and/or ideas in multiple ways	PCL 1: Core Communication Skills
●Provides specific information, descriptions, or data	PCL 2: Critical Thinking
●Makes very few or no typographical, spelling, and/or grammatical errors	PCL 1: Core Communication Skills
●Gives meaningful consideration to alternative points of view	PCL 2: Critical Thinking

SAM Scholars

Learning Outcomes (Faculty assessment)	Relevant PCL
Professional Skills	
● Demonstrates accountability to others	PCL 6: Values and Ethics
● Follows through on commitments	PCL 6: Values and Ethics
● Demonstrates ability to listen attentively, respond appropriately, and is openness to feedback	PCL 1: Core Communication Skills
● Demonstrates effective time management skills	PCL 7: Intrapersonal Development
Civic Communication Skills	
●Demonstrates ability to listen effectively to respond to complex situations	PCL 1: Core Communication Skills
●Demonstrates an appreciation of diverse perspectives of stakeholders	PCL 5: Understanding Society and Culture
●Demonstrates empathy towards others	PCL 6: Values and Ethics
●Demonstrates an appreciation of reciprocity and consensus building	PCL6: Values and Ethics

Learning Outcomes (Student assessment)	Relevant PCL
●Describe ways in which a person can become involved in the community.	PCL 5: Understanding Society & Culture
●Identify community or social issues that need to be addressed.	PCL 5: Understanding Society & Culture
●Apply academic knowledge and technical skills to help address community or social issues	PCL 4: Intellectual Depth, Breadth & Adaptiveness
●Displays effective listening skills to help understand others' opinions & ideas	PCL 1: Core Communication Skills
●Demonstrates consensus-building skills when resolving problems or controversial issues	PCL 1: Core Communication Skills
● Gives examples of how they are able to work in settings with a diversity of people	PCL 5: Understanding Society & Culture
●Explains the value of being involved in service or other forms of community engagement	PCL 6: Values and Ethics

● Proposes an optimistic yet realistic assessment of the personal impact they can have on social issues	PCL 6: Values and Ethics
● Integrates the connection between being educated and a responsibility to help address social issues	PCL 6: Values and Ethics

Strategic Approaches to Attain Student Civic Learning Outcomes

CSL implements a variety of programs to cultivate student civic learning outcomes at both the undergraduate and graduate level. These include initiatives for both students and faculty at the curricular and co-curricular level.

Students

Civic learning opportunities. CSL offers a variety of co-curricular service experiences designed to be both educationally meaningful for students and beneficial for community groups and organizations. The Sam H. Jones (SHJ) Community Service Scholarship Program is one of the nation's largest service-based scholarship programs with both undergraduate and graduate students involved in ten distinct programs. For AY 2016-2017, SHJ scholarships were awarded to 122 undergraduate and 50 graduate students. Retention rates and average GPA for SHJ Scholars are shown in the following chart.

SAM Scholars	Retention Rate	Average GPA
Alternative Breaks	100%	3.71
CS Leaders	100%	3.82
CS Scholars	100%	3.58
FSNE	100%	3.69
First-Year	100%	3.61
Fugate	100%	3.39
Paws Pantry	100%	3.40
Service Corp	100%	3.58
Total SAM	**100%**	**3.58**
Service Learning Assistant Scholars	90.7%	3.63

Critical Reflection. Critical reflection is a central component of SHJ Scholars' experiences. This process of analyzing, reconsidering, and questioning one's experiences within a broad context of issues and content knowledge fosters learning by service. According to Jacoby, "it is guiding students through the process of considering and reconsidering their values,

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beliefs, and acquired knowledge that enables them to question and challenge their stereotypes and other *a priori* assumptions" (2015, p. 27). CSL ensures that these reflection activities are well designed and implemented. To that end, reflection activities: (a) intentionally link the service experience to course-based learning objectives, (b) are structured, (c) occur regularly, (d) allow feedback and assessment, and (e) include the clarification of values (Bringle & Hatcher, 1999).

CSL also provides various seminars and trainings (e.g., social justice issues, personal action plan, self-awareness and identities) for the SHJ Scholars throughout the semester.

Faculty/Staff

Support and resources for instructors and departments. CSL offers a number of opportunities for instructors to learn how to design and assess community-engaged learning experiences as part of a project, course, or curriculum. Faculty and staff can connect with other instructors and practitioners committed to civic engagement as a component of the undergraduate experience. Workshop series include:

- Service Learning: The Basics
- Applying the IUPUI Service Learning Taxonomy to Further Service Learning Practice and Assessment (see next page)
- Civic and Community Engagement Across the Disciplines
- Public Scholarship

CSL also keeps faculty and staff abreast of external opportunities and news related to community engaged teaching through a bi-weekly Opportunities Eblast and the CSL listserv.

Consultations. CSL offers customized one-one one and group consultations to faculty and staff on a range of topics in community-engaged teaching and learning including:

- Student civic learning and development
- Conducting research and assessment
- Reflection assignments: Effective design and assessment
- Course scaffolding/learning outcomes mapping (e.g., PULs, disciplinary competencies, civic learning)
- Community-based inter-professional education
- Community partnerships, community partners as co-educators
- Community service project design
- Global and international service learning
- Peer evaluation/feedback on teaching
- Ethical practice and risk management

IUPUI Service Learning Taxonomy. CSL has disseminated the IUPUI Service Learning Taxonomy (https://scholarworks.iupui.edu/handle/1805/10851) to faculty and provides ongoing training on applying it for teaching and assessment. On April 28, 2017, CSL convened a faculty learning community (FLC) entitled "Conducting SoTL on Service Learning Using the IUPUI Service Learning Taxonomy". Scheduled to take place over the course of a year, this highly interactive FLC has provided an opportunity for service learning instructors to deepen their understanding of service learning as a high-impact teaching practice. The Taxonomy contributes to civic learning and its assessment because the it creates a common approach in working with instructors to support the fidelity and quality of service learning courses; and identifies those course attributes (i.e., variables) that may relate to student outcomes (e.g., civic learning, academic learning, personal growth), as well as other outcomes (e.g., faculty development, community impact, community partner collaboration). Within the taxonomy are variables in course design that relate to civic learning outcomes including opportunities for reflection, orientation of community activities, dialogue across difference, and student interaction with community members.

Institute for Engaged Learning

In June 2017, the IUPUI Chancellor's Cabinet endorsed the creation of the Institute for Engaged Learning (IEL) within the Division of Undergraduate Education (DUE), providing an exciting opportunity to advance organization and access of high-impact practices, including service learning, across the curriculum. The creation of IEL and placement of CSL within DUE in 2017 represents a significant institutional change that will further empower assessment of student learning. CSL's history of successful engagement with communities will undergird the IEL, deepening practice and enhancing quality of student engagement in the community.

The creation of the IEL represents a new approach for integrative and applied learning to become a distinctive aspect of the undergraduate curriculum. Rather than working one-one with faculty on individual courses, the IEL seeks to work with teams of faculty on scaffolding high-impact practices across the curriculum. Early planning has identified the importance of curricular pathways that will involve students in innovative problem solving in partnership with community organizations.

Approaches Used to Assess Student Civic Learning Outcomes

CSL has incorporated direct and indirect measures to assess student civic learning outcomes. Direct measures require students to demonstrate their knowledge and skills. They provide tangible, visible and self-explanatory evidence of what students have and have not learned as a result of a course, program, or activity (Palomba & Banta, 1999; Suskie, 2009). Indirect measures capture students' perceptions of their knowledge and skills. They can supplement direct measures of learning by providing information about how and why learning is occurring (Suskie, 2009).

Using a combination of qualitative and quantitative assessment approaches has been instrumental in capturing the deep and varied civic learning outcomes of service learning courses and other community engaged activities. The assessment findings described in the next section describe the results of 1) Service Learning Assistant Scholars – Student Narratives Assessment, 2) SAM Scholars Assessment, 3) First Year Service Scholars Qualitative Study.

Assessment Findings

Service Learning Assistant Scholars Student Narratives

The SLA program provides opportunities for student mentoring, professional development, and critical reflection. The SLA scholarship is unique from the other SHJ scholarships in that CSL makes the award directly to a faculty or staff member via a detailed proposal process. Once funded, the faculty/staff awardee identifies a student as a recipient of the scholarship. This support is expected to enable high-quality student mentoring opportunities and improve SLA Scholars' civic learning, critical thinking, and time/project management skills. Other expected outcomes not assessed in this report include enhanced faculty/staff community-engaged scholarly practice and increased capacity for sustainable, mutually beneficial community-campus partnerships. Service Learning Assistant (SLA) Scholars complete a narrative essay at the conclusion of the semester, allowing their Faculty/Staff mentor and CSL to assess the Scholars' learning. Scholars are instructed to complete each items below to the best of their ability.

DESCRIBE your SLA experience objectively:
   1) What social issue or public concern did your project address?
   2) Describe the nature of your project.
   3) Who did you work with (at IUPUI and in the community)?

4) What were your responsibilities as an SLA?

EXAMINE *your SLA experience by responding to ONE of the prompts below:*
1) Did this experience differ from your initial expectations? Why or why not?
2) Did you form any new assumptions that required you to change your approach to your project? How so?
3) What assumptions did you bring to this experience? What new assumptions did you need to form as you worked towards your goals?
4) Did this experience have any influence on your future educational or career path? How so?
5) What personal knowledge and skills did you discover or acquire during this experience that will assist you in your future endeavors?

ARTICULATE LEARNING *from your SLA experience: Thinking about your DESCRIBE and EXAMINE responses, answer the following:*
1) What did I learn?
2) How did I learn it?
3) Why does it matter?
4) What might/should be done in light of it?

In light of your response to the statements above, discuss the extent to which your experience as an SLA has altered your views regarding the relative importance of actively participating in society to address social issues. In your response, please consider the following:
A. Based on your experience this past semester and/or academic year, under what conditions would you argue that individuals bear the responsibility for improving conditions/addressing social concerns in their communities?
B. By contrast, when should the responsibility fall to government, business, and/or community groups/organizations?
C. Under what conditions would you take action to address a social issue?
D. Describe your understanding of civic and community engagement and the role it plays in the work of professionals in your major/prospective career area. (Include any discussions you may have had with your mentor about the role of civic professionalism in their/your field.)
E. To what extent do you see civic professionalism as part of your professional life in the future?

Each SLA Scholar's narrative essay is assessed by their Faculty/Staff mentor using two rows of the Civic-Minded Graduate Rubric (Appendix 1) and the DEAL Model Rubric (Appendix 2). Results from this direct assessment are shown in Tables 1 and 2.

Table 1 Adapted Civic-Minded Graduate Rubric
Faculty/Staff Assessment of Student Narratives (N=50)

Civic-Minded Graduate Rubric	Mean	Standard Deviation	High Percentage of Scores 6 -7	Medium Percentage of Scores 3-5	Low Percentage of Scores 1-2
Understanding How Issues are Addressed in Society	5.26	1.23	40%	58%	2%
Benefit of Education to Address Social Issues	5.46	1.22	48%	50%	4%

Table 2 REAL Rubric
Faculty/Staff Assessment of Student Narratives (N=50)

DEAL Model Rubric	Mean	Standard Deviation	Excellent 4	Good 3	Under developed 2	Completely lacking 1
Integration	3.36	0.62	44%	48%	8%	0%
Relevance	3.48	0.57	52%	44%	4%	0%
Accuracy	3.42	0.57	46%	50%	5%	0%
Clarity	3.36	0.62	44%	48%	8%	0%
Precision	3.26	0.66	38%	50%	12%	0%
Writing	3.48	0.61	54%	40%	6%	0%
Breadth	3.26	0.69	40%	46%	14%	0%

These findings indicate authentic evidence of civic learning (Table 1) and cognitive learning (Table 2). Table 1 presents direct evidence of student civic learning outcomes, i.e., faculty rating of student reflection essays produced in the SLA program. Faculty rated 98% of the narratives at the Proficient level or higher. This result was surprising, as this was a higher percentage than was expected. Likewise, the results from Table 2 were higher than expected, with faculty rating the student narrative at least 85% good or excellent for each of the rows.

SAM Scholars Assessment

The program directors of each of the eight SAM programs conduct assessment of each of their Scholars' learning related to professional skills and civic communication. These results, shown in Tables 3 and 4, indicate high levels of student learning for both professional skills and civic communication skills.

Table 3 Professional Skills (N=64)

To what extent does this Scholar demonstrate the knowledge, skills and ability to:	Mean	Standard Deviation	Strongly Agree 5	4	3	2	Strongly Disagree 1
Recognize their accountability to others, commitments made, and obligations a Scholar	4.41	.71	54%	33%	13%	0%	0%
Follow through on commitments	4.38	.69	50%	38%	11%	0%	0%
Listen attentively, respond appropriately, and is open to receiving feedback from others	4.37	.73	52%	33%	15%	0%	0%
Implement effective time management skills	4.15	.93	47%	27%	22%	5%	0%

Response options: 1=Strongly Disagree; 5= Strongly Agree

Table 4 Civic Communication Skills (N=64)

To what extent does this Scholar demonstrate the knowledge, skills and ability to:	Mean	SD	Strongly Agree 5	4	3	2	Strongly Disagree 1
Listen critically to effectively respond to complex situations	4.15	.76	35%	46%	17%	2%	0%
Value the diverse perspectives of multiple stakeholders	4.39	.85	58%	29%	8%	5%	0%
Demonstrate empathy towards others	4.43	.65	52%	40%	8%	0%	0%
Value reciprocity and consensus building	4.42	.77	56%	34%	7%	3%	0%

Response options: 1=Strongly Disagree; 5= Strongly Agree

Student self-report (indirect) assessment results of SAM Scholars' learning outcomes are reported in the *Sam H. Jones Scholarship Assessment Report*, available on the CSL Scholarworks site at https://scholarworks.iupui.edu/handle/1805/15011. In addition to the Scholars' self-reported levels of civic learning, the report includes program outcomes, satisfaction with the experiences, connections with IUPUI, and recommendations for improvement.

First Year Service Scholars Interviews

First Year Service (FYS) Scholars were also asked to voluntarily participate in an interview to learn more about their learning, experiences in the program, and suggestions for

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program improvement. In the FYS program, Scholars' spend four hours per week tutoring high school students at George Washington Community High School, while participating in professional development trainings, campus days of service, and planning Global Youth Service Day.

Method. The CSL Director of Research and Program Evaluation interviewed all 15 FYS Scholars during Spring 2017. The data was analyzed using the grounded theory method, which Patton (2002) defines as "theory that emerges from the researcher's observations and in interviews out in the real world rather than in the laboratory or the academy" (p. 11). Grounded theory holds that the central tenants of experience and phenomenon are retained within the lives of the individuals under study (Corbin & Strauss, 1990).

Data Analysis. This comprehensive assessment considers an overall view of all FYS interviews. Therefore, the main goal is to understand and describe notable themes and patterns of discussion found across all interviews. A coding process was employed as the primary means of examination. Corbin and Strauss's (1990) work explains, "data using the grounded theory method is frequently referred to as coding to depict the process by which data are collapsed into smaller pieces of data, categorized, considered, and reconceptualized in new ways" (p. 348).

Results. The participants were 11 females; 4 males; 10 white; 3 Asian; and 2 African-American. Several notable themes emerged during analysis of the interview data. These themes are presented on the following pages and supported by actual examples of FYS Scholars' interview conversations. The names of the FYS Scholars have been omitted to promote confidentiality. However, these responses have not been edited in any other way, allowing for a trustworthy representation of the Scholars' experiences. Results are organized by four main interview topics:

1) Experiences at George Washington Community High School
2) Dialogue with those different from you
3) How the program has supported Scholars' personal, social and professional growth

Table 5: Experiences at George Washington High School

Theme: Awareness of Social Issue(s)	● "Some of the kids' parents are on drugs or they are being abused and we had no idea. It was kind of eye opening and it changed our perspective about these kids.

	● "It helped us look at the income disparity in the world, and the difficulties people have."
Theme: Empathy	● "At GW they have really hard lives. Some of them are not well behaved and you have to understand why. So, when you talk to them you understand why and then you try to help them through it. ● "The highpoint was interacting and supporting the kids because they really need it. I don't know how much of that they get at home."
Theme: Recognizing Privilege	● "These kids have given me a different perspective on what we do have and we are actually lucky to have. ● "I think it has definitely opened my eyes up about issues and how to be more open minded about them. I am from a fairly upper middle class background, so I haven't really seen what a lot of these kids go through on a day to day basis." ● "This program makes you think about things that you may not have stumbled upon yourself."

Table 6: Dialogue with those different from you

Theme: Compromise	● "I think a big part was learning how to listen to another's opinions, and we couldn't override his voice." ● "I think we learned how to communicate. After I listened, I understood where he was coming from. ● "We all learned how to not necessarily get along but deal with everyone and understand how to work with one another."
Theme: Intercultural competence	● "I think the days of service just meeting people who may come from different backgrounds and learning to listen to their opinions and feedback has really helped my understanding." ● "Exposure and dialogue with people who weren't the same as me helped me know how me learn a lot."

Table 7: Program's influence on Scholars' personal, social, and professional growth

Theme: Preparation for Career	● "I want to become a nurse, and I think it was very important for me to get to know the community that I am going to be serving. ● "The whole process of establishing relationships and team building skills was very helpful."

Theme: Leadership Skills	● "My leadership skills developed a lot more through the planning aspect of FSS, such as for Global Youth Service Day." ● "My leadership skills for sure got better. Nothing helps you get better at something than practice. ● "It's made me more of a leader. I'm more apt to take on a leadership role."
Theme: Sense of Belonging	● "I met a lot of cool people that I probably would have never met without the SHJ program. ● "There are several close friendships that I have made. We hang out outside of meeting time." ● "Some of my best friends are in the program."

This evidence indicates that the FYS Scholars are benefitting from the program and achieving civic learning outcomes. Across all interviews, the students conveyed that their service was contributing to their learning.

Changes Made and Planned Based on Assessment Results

In 2017 CSL and colleagues from the Office of Community Engaged completed their revision of the CMG Rubric and named the new document CMG 2.0. The impetus for editing the CMG rubric stemmed from two projects. First, CSL received a PRAC grant in December 2013 to examine evidence of student civic-mindedness through the artifact of digital stories using both the AAC&U VALUE Rubric for Civic Engagement and the CMG Rubric (Steinberg, Hatcher, & Bringle, 2011). Beyond assessing student learning, the process revealed similarities and differences between the two rubrics and resulted in three issues related to the CMG rubric:

- The rubric was difficult to use due to a lack of scaffolding across a single row.

- Rows contained more than one aspect of student learning resulting in a lack of clarity and variation in scoring student products (e.g., values cultural diversity and knows how to collaborate).

- Students demonstrated aspects of civic-mindedness that were not clearly articulated in the rubrics (e.g., recognizes systems, power, and privilege).

Additional edits and enhancements to the rubric subsequently came from PRAC, which facilitated a workshop on rubric development. James Gregory, a consultant from the Center for Teaching and Learning, facilitated the workshop and worked closely with the authors prior to and after the workshop. In addition to James Gregory's feedback, members of the PRAC committee were able to offer a new and different perspective. Members of the PRAC committee and James Gregory offered the following recommendations:

- Edit the labels/column headings. Currently, "Novice" and "Apprentice" are nouns used to categorize actual positions whereas "Proficient" and "Distinguished" are adjectives.

Recommendation was made to change to: Beginner, Developing, Competent, Accomplished

- Remove the columns where there is no content (currently valued at 2, 4, 6). Recommendation was to make a range if all values were necessary. For example, 0- Not present, 1-2 Beginner, 3-4 Developing, 5-6 Competent, 7-8 Accomplished.

- Add a column on the left that includes a key theme or idea. This allows the user, whether familiar with civic mindedness or not, to quickly glance at the rubric without having read all of the content within each row and get a general sense of the expected learning.

- Adjust the "or" to include "and/or" and determine if truly necessary.

- Scaffold the learning across the rows.

- Rows contained too much content to fully comprehend. Recommendation was to create multiple rows, which would also be helpful for faculty who may only be interested in one row or aspect of civic-mindedness (e.g., working with others, understanding social issues) as opposed to the entire construct.

All of the recommendations were taken into consideration and the process began for creating CMG 2.0. Beginning in AY 2017-2018, CSL will now use the CMG 2.0 Rubric to assess authentic evidence of student civic learning through various artifacts (e.g., student written narratives, digital stories). The CMG Rubric 2.0 is available on the CSL Scholarworks site at https://scholarworks.iupui.edu/handle/1805/13367.

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Appendix 1: Civic-Minded Graduate Rubric (Adapted)

	Not Present	1—Novice	2	3—Apprentice	4	5—Proficient	6	7--Distinguished
Understanding How Social Issues Are Addressed in Society		* Simply restates the prompt * Little or no mention of social issues * Society is described as an external entity, totally separate from self *No mention of stakeholders		* Demonstrates awareness of social issues (e.g., lists or describes social problem) *Mentions stakeholders[#] that address social issues * States own opinion on a social issue(s)		* Recognizes alternative roles and perspectives of stakeholders[#] in addressing social issues *Recognizes legitimacy of alternative opinions on social issues *Recognizes public policy as a means to address social issues *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 *In-depth or complex understanding of social issues, interrelationships among problems and solutions *Analyzes interrelationship between local, national and global issues *Works within the realistic context that social change occurs over time. *Values community voice in addressing social issues
Benefit of Education to Address Social Issues		* Simply restates the prompt * 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) * Identifies knowledge or skills they have without connecting to social issues or serving others		* Links the purpose of education to social issues or to serving others * Identifies personal knowledge and skills to make a difference in society * Describes education as a privilege or opportunity		* Intentional choice of major or career path to improve society or to serve others * Understands how their personal knowledge and skills connect to addressing social issues and serving others * Describes education as a privilege/opportunity that places an added responsibility to act on behalf of others (societal benefit)

Appendix 2: DEAL MODEL Rubric

The DEAL Model of Critical Reflection is a robust framework for designing and assessing reflection as critical thinking. To assess student learning in the SLA program, CSL selected seven of the eleven criteria. These include integration, relevance, accuracy, clarity, precision, writing, and breadth. For each criterion, a rubric row is presented followed by a rating scale.

	1-Completely lacking	2-Under developed	3-Good	4-Excellent
Integration	Provides no clear connection between experiences and learning	Provides minimal and/or unclear connection between experience and learning	Provides reasonably clear, adequate connection between experience and learning	Provides thorough and very clear connection(s) between experience and learning
Relevance	Misclassifies learning and/or inappropriately shifts between categories of learning; fails to keep discussion specific to the learning	Discusses learning that is relevant to the category of learning goal, but much of the discussion is not related to the learning	Discusses learning that is relevant to the category of learning goal and keeps the discussion reasonability well focused on the learning	Discusses learning that is relevant to the category of learning goal and keeps the discussion well focused on the learning
Accuracy	Consistently makes inaccurate statements and/or fails to provide supporting evidence for claims	Makes several inaccurate statements and/or supports few statements with evidence	Usually, but not always, makes statements that are accurate and well supported with evidence	Consistently makes statements that are accurate and well supported with evidence
Clarity	Consistently fails to provide examples, to illustrate points, to define terms, and/or to express ideas in other ways	Only occasionally provides examples, illustrates points, defines terms, and/or expresses idea in other ways	Usually, but not always, provides examples, illustrates points, defines terms, and/or expresses ideas in other ways	Consistently provides examples, illustrates points, defines terms, and/or expresses ideas in other ways
Precision	Consistently fails to provide specific information, descriptions, or data	Only occasionally provides specific information, descriptions, or data	Usually, but not always, provides specific information, descriptions, or data	Consistently provides specific information descriptions, or data
Writing	Consistently makes typographical, spelling, and/or grammatical errors	Makes several typographical spelling, and/or grammatical errors	Makes few typographical, spelling, and/or grammatical errors	Makes very few or no typographical, spelling, and/or grammatical errors
Breadth	Ignores or superficially considers alternative points of view and/or interpretations	Gives minimal consideration to alternative points of view and/or interpretations and makes very limited use of them in shaping the learning being articulated	Gives some consideration to alternative points of view and/or interpretations and makes some use of them in shaping the learning being articulated	Gives meaningful consideration to alternative points of view and/or interpretations and makes very good use of them in shaping the learning being articulated