



**IUPUI**

CENTER FOR SERVICE AND LEARNING  
Division of Undergraduate Education

# **Center for Service and Learning Program Review and Assessment Committee**

## **(PRAC) Report 2017-2018**

## Table of Contents

Overview	3
Scope of Report	3
Civic Learning	3
Center for Service and Learning	4
CSL Civic Learning Outcomes	4
Reflection Learning Outcomes	5
Sam H. Jones Community Service Scholar Learning Outcomes	5
Service Learning Assistant Scholars	5
Service Learning Assistant Scholars Learning Outcomes	6
SAM Scholarship Programs	7
SAM Scholarship Programs Learning Outcomes	8
Strategic Approaches to Attain Student Civic Learning Outcomes	9
Students	9
Civic Learning Opportunities	9
Scholar Retention and GPA	9
Critical Reflection	9
Faculty/Staff	10
Support and resources for instructors and departments	10
Consultations	10
IUPUI Service Learning Taxonomy	11
Approaches Used to Assess Student Civic Learning Outcomes	11
Assessment Findings	11
Service Learning Assistant Scholars Narratives	11
SAM Scholars Assessment	13
Changes Made and Planned Based on Assessment Results	14
References	15
Appendix 1	16
Appendix 2	17

# Report on Assessment of Student Outcomes 2017-18 (Program Review and Assessment Committee Annual Report)

## Overview

### Scope of Report

The 2017-18 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 comprise the following 8 programs: Alternative Break Trip Leaders, Bonner Leader Scholars, Community Service Leaders, Community Service Scholars, Family Schools and Neighborhood Scholars, Fugate Scholars, Paws Pantry Scholars, and Service Corp Scholars.

### Civic Learning

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

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.

### **CSL 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 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.

The construct of CMG is comprised of ten domains (Bringle & Steinberg, 2010), which 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+.

### **Reflection Learning Outcomes**

In addition to students' testimonials and self-reports that assess the quality of their learning and attaining of learning objectives, CSL also directly assesses learning 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 Ash and Clayton's (2004) 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. This process supports students in recognizing what they have learning through reflection on experience, placing it in context, and expressing it concisely, i.e., supports them in thinking critically about their learning.

### **Sam J. Jones Service Community Scholar Learning Outcomes**

#### **Service Learning Assistant Scholars**

The SLA program provides opportunities for student mentoring, professional development, and critical reflection. It is unique from the other SHJ scholarships in that CSL makes the award directly to a faculty or staff member. Once funded, the awardee identifies a student as a recipient of the scholarship. This support enables high quality student mentoring opportunities and improves 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. Table 1 on the following page contains SLA program's learning outcomes, how they map to IUPUI+, and the type of assessment (direct or indirect).

**Table 1: Service Learning Assistant Scholar Learning Outcomes**

<b>LEARNING OUTCOME</b>	<b>IUPUI+</b>	<b>Assessment</b>
1) Demonstrate capacity to be a civic agent	<b>Innovator:</b> All <b>Communicator:</b> Builds Relationships	Direct Prog. Dir. assess
2) Express an orientation towards social change	<b>Innovator:</b> All	Direct Prog. Dir. assess
3) Describe ways in which social issues are addressed in society	<b>Communicator:</b> Conveys ideas effectively	Direct Prog. Dir. assess
4) Demonstrate ability to work with others	<b>Communicator:</b> All	Direct Prog. Dir. assess
5) Express a civic identity, in which commitment to service is well-integrated into his/her self-identity	<b>Innovator:</b> All	Direct Prog. Dir. assess
6) Connect their education to their responsibility to help address social issues	<b>Innovator:</b> All	Direct Prog. Dir. assess
7) Describe ways in which a person can become involved in the community, such as through community organizations and volunteer opportunities	<b>Community Contributor:</b> Builds Community	Indirect Student self-assess
8) Identify community or social issues that need to be addressed	<b>Community Contributor:</b> Builds Community	Indirect Student self-assess
9) Apply academic knowledge and technical skills to help address community or social issues	<b>Innovator:</b> All	Indirect Student self-assess
10) Utilize listening skills to help understand others' opinions and ideas	<b>Communicator:</b> Listens Actively	Indirect Student self-assess
11) Demonstrate an ability to work in settings with a diversity of people (culture, ethnicity, religion, social & economic background)	<b>Community Contributor:</b> Respectfully Engages Own and Other Cultures	Indirect Student self-assess
12) Utilize consensus-building skills to resolve problems or controversial issues	<b>Innovator:</b> Investigates	Indirect Student self-assess
13) Describe the value of being involved in service or other forms of community engagement	<b>Communicator:</b> Conveys ideas effectively	Indirect Student self-assess
14) Articulate an optimistic yet realistic assessment of the personal impact they can have on social issue	<b>Communicator:</b> Conveys ideas effectively	Indirect Student self-assess
15) Connect their education to their responsibility to help address social issues; --OR-- Express a commitment to service that is well-integrated with his/her self-identity as a result of his/her education	<b>Innovator:</b> All	Indirect Student self-assess
16) Articulate intentions to remain involved in service or community engagement after graduation from college	<b>Communicator:</b> Conveys ideas effectively	Indirect Student self-assess

## SAM Scholars

SAM Scholarships are awarded based on students' prior exemplary service in the community. Table 2 describes the activities associated with each of the SAM scholarships.

**Table 2: SAM Scholarship Programs**

Alternative Break Trip Leaders and Co-Coordinator	Scholars are fully engaged in the planning and implementation of a quality alternative spring break trip. The experience promotes continued learning for both the trip leader and the participants while broadening individual leadership skills and perspectives. Trip leaders are responsible for all aspects of planning the alternative break, managing the group process, and leading the trip participants through service, education, and reflection
Bonner Leader Scholars	Scholars support a variety of community organizations and pursue their interest in social issues such as food insecurity, community development, education and sustainability. Scholars are also able to utilize their federal work-study financial aid through a community based placement. Finally, Scholars participate in trainings aimed to develop them personally and professionally, leadership opportunities through facilitating campus-wide service events, and opportunities through the Bonner Foundation to travel and engage with like-minded students.
Community Service Leaders (CSLs)	CSLs are responsible for the planning of campus-wide community service and civic engagement events and the mentoring of other SHJ Scholars. The program is designed to identify leaders who are best suited for leading specific events and programs based on their knowledge, skills, expertise, and interests
Community Service Scholars (CSS)	The CSS program is a service-based scholarship designed to expose IUPUI scholars to social issues in the Indianapolis community and to show how community agencies are addressing those social issues. CSS scholars are matched with a community agency and serve four hours each week at the assigned community agency.
Family Schools and Neighborhood Scholars (FSNE)	Scholars engage in research, projects, and activities to assist in furthering the goals of neighborhood quality-of-life plans while also serving as student advocates for community engagement on the IUPUI campus.
Fugate Scholars Paws	Fugate Scholars implement various college preparatory curricula to students in grades 5–12 at GWCHS and neighboring elementary schools.
Paws Pantry Scholars	Paw's Scholars assist the Office of Student Advocacy and Support to oversee the operations of the on-campus food pantry and clothing closet. We connect with the campus and community to fulfill our mission and vision to advocate for those who experience basic needs insecurity.
Service Corp Scholars	Scholars serve as site leaders for the campus-wide days of service. Scholars represent IUPUI to the nonprofit community and lead IUPUI students in completing service projects. ServiceCorps Scholars facilitate team-building exercises, manage onsite service activities, and lead volunteers in discussions about social issue education and reflection.

**Table 2: SAM Scholars Learning Outcomes (Faculty assessment)**

<b>LEARNING OUTCOME</b>	<b>IUPUI+</b>	<b>Assessment</b>
<b>Professional Skills</b>		
1) Demonstrates accountability to others	<b>Community Contributor:</b> Behaves Ethically	Direct Faculty Assess
2) Follows through on commitments	<b>Community Contributor:</b> Behaves Ethically	Direct Faculty Assess
3) Demonstrates ability to listen attentively, respond appropriately, and is openness to feedback	<b>Communicator:</b> Listens Actively	Direct Faculty Assess
4) Demonstrates effective time management skills	<b>Problem Solver:</b> Perseveres	Direct Faculty Assess
<b>Civic Communication Skills</b>		
5) Demonstrates ability to listen effectively to respond to complex situations	<b>Communicator:</b> Evaluates Information	Direct Faculty Assess
6) Demonstrates an appreciation of diverse perspectives of stakeholders	<b>Problem Solver:</b> Collaborates	Direct Faculty Assess
7) Demonstrates empathy towards others	<b>Community Contributor:</b> Respectfully Engages Own and Other Cultures	Direct Faculty Assess
8) Demonstrates an appreciation of reciprocity and consensus building	<b>Communicator:</b> Builds Relationships	Direct Faculty Assess
9) Describe ways in which a person can become involved in the community.	Communicator: Conveys Ideas Effectively Community Contributor: Builds Community	Indirect Student self-assess
10) Identify community or social issues that need to be addressed	Community Contributor: Builds Community Innovator: Confronts Challenges	Indirect Student self-assess
11) Apply academic knowledge and technical skills to help address community or social issues	Community Contributor: Builds Community Problem Solver: Thinks Critically, Collaborates, Analyzes, Synthesizes and Evaluates	Indirect Student self-assess
12) Displays effective listening skills to help understand others' opinions & ideas	Communicator: Listens Actively	Indirect Student self-assess
13) Demonstrates consensus-building skills when resolving problems or controversial issues	Communicator: Builds Relationships, Listens Actively, Evaluates Information, Conveys Ideas Effectively	Indirect Student self-assess
14) Gives examples of how they are able to work in settings with a diversity of people	Community Contributor: Respectfully Engages Own and Other Cultures Communicator: Builds Relationships, Convey Ideas Effectively	Indirect Student self-assess
15) Explains the value of being involved in service or other forms of community engagement	Communicator: Convey Ideas Effectively	Indirect Student self-assess

## Strategic Approaches to Attain Student Civic Learning Outcomes

CSL develops and implements several 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 nine distinct programs. For AY 2017-2018, SHJ scholarships were awarded to 134 undergraduate and 50 graduate students. Retention rates and average GPA for SHJ Scholars are shown below in Chart 2.

**Chart 2**

<b><u>SAM Scholars</u></b>	<b>Retention Rate</b>	<b>Average GPA</b>
Alternative Breaks Scholars	100%	3.42
Bonner Leaders	93.3%	3.47
Community Service Leaders	100%	3.68
Community Service Scholars	100%	3.48
Family Schools and Neighborhood Scholars	100%	3.76
Fugate Scholars	100%	3.49
Paws Pantry Scholars	100%	3.49
Service Corp Scholars	100%	3.67
<b>Total SAM</b>	<b>98.7%</b>	<b>3.54</b>
<b>Service Learning Assistant Scholars</b>	95.7%	3.53

**Critical Reflection.** Scholars’ participation in critical reflection is a central component of their 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, 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 continues to disseminate the IUPUI Service Learning Taxonomy (<https://scholarworks.iupui.edu/handle/1805/10851>)

### **Approaches Used to Assess Student Civic Learning Outcomes**

CSL regularly incorporates 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 and 2) SAM Scholars Assessment.

### **Assessment Findings**

#### **Service Learning Assistant Scholars Narratives**

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=45)**

<b>Civic-Minded Graduate Rubric</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>High Percentage of Scores 6 -7</b>	<b>Medium Percentage of Scores 3-5</b>	<b>Low Percentage of Scores 1-2</b>
Understanding How Issues are Addressed in Society	5.84	.99	67%	33%	0%
Benefit of Education to Address Social Issues	6.09	.95	76%	24%	0%

The findings in Table 1 provide authentic evidence of student civic learning (i.e., faculty rating of student reflection essays produced in the SLA program).

**Table 2 REAL Rubric  
Faculty/Staff Assessment of Student Narratives (N=45)**

DEAL Model Rubric	Mean	Standard Deviation	Excellent 4	Good 3	Under developed 2	Completely lacking 1
Integration	3.67	0.56	71%	25%	4%	0%
Relevance	3.76	0.48	78%	20%	2%	0%
Accuracy	3.64	0.53	67%	31%	2%	0%
Clarity	3.64	0.69	73%	21%	4%	2%
Precision	3.45	0.66	55%	36%	9%	0%
Writing	3.80	0.46	82%	16%	2%	0%
Breadth	3.56	0.59	60%	35%	5%	0%

These findings in Table 2 provide authentic evidence of cognitive learning, with faculty rating the student narrative over 90% good or excellent for each of the rows. This was higher than last year's ratings.

### **SAM Scholars Assessment**

The program directors of each of the eight SAM programs directly assess of each of their Scholars' learning related to their demonstration of 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**

To what extent does this Scholar demonstrate the knowledge, skills and ability to:	N	Mean	SD	Always 5	4	3	2	1	Never 0
Recognize their accountability to others, commitments made, and obligations a Scholar	75	4.43	1.03	69%	15%	8%	5%	3%	0%
Follow through on commitments	75	4.31	.99	57%	26%	9%	7%	1%	0%
Listen attentively, respond appropriately, and is open to receiving feedback from others	74	4.31	.96	59%	18%	19%	3%	1%	0%
Implement effective time management skills	74	4.19	1.07	51%	29%	12%	4%	4%	0%

**Table 4: Civic Communication Skills (N=75)**

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2017-2018 Center for Service and Learning PRAC Report

To what extent does this Scholar demonstrate the knowledge, skills and ability to:	N	Mean	SD	Always 5	4	3	2	1	Never 0
Listen critically to effectively respond to complex situations	75	4.12	1.01	44%	35%	13%	5%	3%	0%
Value the diverse perspectives of multiple stakeholders	75	4.49	.92	71%	16%	5%	8%	0%	0%
Demonstrate empathy towards others	75	4.49	.86	68%	19%	8%	5%	0%	0%
Value reciprocity and consensus building	73	4.47	.88	66%	20%	10%	3%	1%	0%

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 <http://hdl.handle.net/1805/18072>. 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.

### Changes Made and Planned Based on Assessment Results

CSL continues to scaffold learning opportunities within the SAM programs. Feedback from program directors in prior years requested the implementation of a four-year cohort model to enhance student learning and campus-community partnerships. Rather than entering a different SHJ scholarship program each year, students begin as a Bonner Scholar as a freshmen and advance as a Bonner Scholar each year during their time at IUPUI. This change was made as a way to ensure Scholars enter and continue as a cohort during their years at IUPUI. Chart 1 below details how this change is being implemented year to year.

**Chart 1**

2016-2017	2017-2018	2018-2019	2019-2020
First Year Service Scholars	Bonner Leaders 1	Bonner Leaders Yr. 1	Bonner Leaders Yr. 1
Community Service Scholars	Community Service Scholars	Bonner Leaders Yr. 2	Bonner Leaders Yr. 2
Service Corp	Service Corp	Service Corp	Bonner Leaders Yr. 3
Community Service Leaders	Community Service Leaders	Community Service Leaders	Community Service Leaders
Alternative Breaks	Alternative Breaks	Alternative Breaks	Alternative Breaks
FSNE	FSNE	FSNE	FSNE
Fugate	Fugate	Fugate	Fugate
Paws Pantry	Paws Pantry	Paws Pantry	Paws Pantry
Service Learning Assistants	Service Learning Assistants	Service Learning Assistants	Service Learning Assistants

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- Steinberg, K., Hatcher, J.A., & Bringle, R. G., (2011). A north star: Civic-minded graduate. *Michigan Journal of Community Service Learning*. 18(1), 19-33.

**Appendix 1: Civic-Minded Graduate Rubric (Adapted)**

	Not Present	1—Novice	2	3—Apprentice	4	5—Proficient	6	7--Distinguished
<b>Understanding How Social Issues Are Addressed in Society</b>		<ul style="list-style-type: none"> <li>* Simply restates the prompt</li> <li>* Little or no mention of social issues</li> <li>* Society is described as an external entity, totally separate from self</li> <li>*No mention of stakeholders</li> </ul>		<ul style="list-style-type: none"> <li>* Demonstrates awareness of social issues (e.g., lists or describes social problem)</li> <li>*Mentions stakeholders<sup>#</sup> that address social issues</li> <li>* States own opinion on a social issue(s)</li> </ul>		<ul style="list-style-type: none"> <li>* Recognizes alternative roles and perspectives of stakeholders<sup>#</sup> in addressing social issues</li> <li>*Recognizes legitimacy of alternative opinions on social issues</li> <li>*Recognizes public policy as a means to address social issues</li> <li>*Articulates system causes and solutions for social issues</li> </ul>		<ul style="list-style-type: none"> <li>* In-depth or complex understanding of stakeholders<sup>#</sup> in society and how they work together across differences to address social issues</li> <li>*In-depth or complex understanding of social issues, interrelationships among problems and solutions</li> <li>*Analyzes interrelationship between local, national and global issues</li> <li>*Works within the realistic context that social change occurs over time.</li> <li>*Values community voice in addressing social issues</li> </ul>
<b>Benefit of Education to Address Social Issues</b>		<ul style="list-style-type: none"> <li>* Simply restates the prompt</li> <li>* Little or no mention of knowledge and skills gained through education or experiences as a college student</li> </ul>		<ul style="list-style-type: none"> <li>* 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)</li> <li>* Identifies knowledge or skills they have without connecting to social issues or serving others</li> </ul>		<ul style="list-style-type: none"> <li>* Links the purpose of education to social issues or to serving others</li> <li>* Identifies personal knowledge and skills to make a difference in society</li> <li>* Describes education as a privilege or opportunity</li> </ul>		<ul style="list-style-type: none"> <li>* Intentional choice of major or career path to improve society or to serve others</li> <li>* Understands how their personal knowledge and skills connect to addressing social issues and serving others</li> <li>* Describes education as a privilege/opportunity that places an added responsibility to act on behalf of others (societal benefit)</li> </ul>

## 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 reasonable 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