



EXAMINING CIVIC ENGAGEMENT ACROSS THE CURRICULUM

Fall Assessment Workshop
December 4, 2019



Outline

- ▶ Institutional Learning Outcomes & GE Outcomes
- ▶ Civic Engagement (CE): Definition and Other Related Concepts
- ▶ Civic Engagement Rubric
- ▶ Results of Studies Conducted
- ▶ Tailoring it to your Program/Course
- ▶ Resources on Campus
 - Center for Engagement, Service & the Public Good
 - Student Life
- ▶ Q&A with the Expert: Dr. Mike Willard



Institutional Learning Outcomes (ILOs) at Cal State LA

- ▶ **Knowledge: Mastery of content and processes of inquiry**
- ▶ **Proficiency: Intellectual skills**
- ▶ **Place and Community: Urban and global mission**
- ▶ **Transformation: Integrative learning**



Institutional Learning Outcomes

3. Place and Community: Urban and global mission

CSULA graduates are engaged individuals who have contributed to the multi-lingual and multiethnic communities that constitute Los Angeles and the world of the future. They are aware of how their actions impact society and the environment, and they strive to make socially responsible decisions. They are community builders sensitive to the needs of diverse individuals and groups and committed to renewing the communities in which they live.

▼ Institutional Learning Outcomes

Institutional Learning Goals, Objectives, Outcomes and Measures

California State University, Los Angeles students expand and deepen their interdisciplinary and general understanding of the world, enhance their critical skills, and take responsibility for a lifetime of learning, and as graduates become individuals who engage, enhance, and contribute to democratic society.

1. Knowledge: Mastery of content and processes of inquiry

CSULA graduates have a strong knowledge base in their academic major and can use powerful processes of inquiry in a range of disciplines. They engage contemporary and enduring questions with an understanding of the complexities of human cultures and the physical and natural world and are ready to put their knowledge into action to address contemporary issues.

2. Proficiency: Intellectual skills

CSULA graduates are equipped to actively participate in democratic society. They are critical thinkers who make use of quantitative and qualitative reasoning. They have the ability to find, use, evaluate and process information in order to engage in complex decision-making. They read critically, speak and write clearly and thoughtfully and communicate effectively.

3. Place and Community: Urban and global mission

CSULA graduates are engaged individuals who have contributed to the multi-lingual and multiethnic communities that constitute Los Angeles and the world of the future. They are aware of how their actions impact society and the environment, and they strive to make socially responsible decisions. They are community builders sensitive to the needs of diverse individuals and groups and committed to renewing the communities in which they live.

4. Transformation: Integrative learning

CSULA graduates integrate academic learning with life. They engage in community, professional, creative, research and scholarly projects that lead to changes in their sense of self and understanding of their worlds. Graduates integrate their knowledge, skills and experience to address complex and contemporary issues and act ethically as leaders for the 21st century.

[*PDF Version](#)

Endorsed by Academic Senate 6/1/10 and approved by the President 6/8/10



GE Learning Outcomes

3. Engagement: Local and Global Communities

Students who successfully complete GE will be able to:

- ▶ demonstrate the capacity to engage meaningfully with diverse communities.
- ▶ demonstrate understanding of how individuals affect society and the environment.
- ▶ demonstrate the capacity to make well informed, ethical, and socially responsible decisions.
- ▶ demonstrate understanding of the interconnectedness of local and global communities.
- ▶ demonstrate literacy in the perspectives and needs of individuals and groups.

General Education Learning Outcomes

The General Education program at Cal State LA is defined by a set of learning outcomes that are aligned with the Cal State LA Institutional Learning outcomes and the Liberal Education and America's Promise (LEAP) outcomes promoted by the American Association of Colleges and Universities (AAC&U) and adopted by the California State University System.

1. Knowledge: Mastery of Content and Processes of Inquiry

Students who successfully complete GE will be able to:

- demonstrate understanding of the physical and natural world.
- demonstrate understanding of contemporary events within political and historical contexts.
- demonstrate understanding of the diversity of cultures and communities in the United States and abroad.
- demonstrate understanding of constructions, institutions, and structures of power and privilege in societies as well as strategies used to challenge existing inequalities.
- demonstrate understanding of a range of disciplinary ways of knowing.
- demonstrate understanding of creative expression in the context of the relevant art form and intellectual history.
- demonstrate understanding of race, ethnicity, gender, and socioeconomic class

2. Proficiency: Intellectual Skills

Students who successfully complete GE will be able to:

- demonstrate civic literacy that would enable them to participate effectively in a democratic society
- use inquiry processes, including quantitative and qualitative reasoning and critical and creative thinking, to engage with contemporary and enduring questions.
- find, use, evaluate and process information in order to engage in complex decision-making and problem solving.
- read, speak and write effectively.
- demonstrate an ability to work collaboratively.

3. Engagement: Local and Global Communities

Students who successfully complete GE will be able to:

- demonstrate the capacity to engage meaningfully with diverse communities.
- demonstrate understanding of how individuals affect society and the environment.
- demonstrate the capacity to make well informed, ethical, and socially responsible decisions.
- demonstrate understanding of the interconnectedness of local and global communities.
- demonstrate literacy in the perspectives and needs of individuals and groups.

4. Transformation: Integrative Learning

Students who successfully complete GE will be able to:

- integrate academic learning with life through project-based experiences.
- integrate their knowledge, skills and experience to address complex, enduring, and emerging issues.



Civic Engagement Definition

- ▶ Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.)



Civic Engagement & Related Concepts

- ▶ **Civic life:** The *public life of the citizen* concerned with the *affairs of the community* and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests
- ▶ **Civic identity:** When *one sees her or himself as an active participant* in society with a strong commitment and responsibility to work with others towards public purposes.



Civic Engagement & Other Concepts

- ▶ **Service-learning class:** A course-based educational experience in which students participate in an organized service activity and reflect on the experience in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.



Civic Engagement Rubric

CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Analysis of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
Civic-Identity and Commitment	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic-identity and continued commitment to public action.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic-identity and commitment.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic-identity.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic-identity.
Civic Communication	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action	Effectively communicates in civic context, showing ability to do all of the following: express, listen and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen and adapt ideas and messages based on others' perspectives.
Civic Action and Reflection	Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and team leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly participated in civically-focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has experimented with some civic activities but shows little internalized understanding of its aims or effects and little commitment to future action.
Civic Contexts/Structures	Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.	Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim.	Demonstrates experience identifying intentional ways to participate in civic contexts and structures.	Experiments with civic contexts and structures, tries out a few to see what fits.



Cal State LA

Results of Civic Engagement *Pilot Study*

Civic Engagement Study

- ▶ Cal State LA students must complete the Civic Learning/Community Engagement Requirement, which gives students opportunities *to develop the knowledge, skills, and values that will prepare them for active participation in civic life to make a difference in their communities.*
 - **All students** are required to complete **at least one course** (3 units) containing a Civic Learning/Community Engagement component (designated as **(c1)**) at the Upper Division General Education level.
 - **First time freshmen** are required to complete an **additional 3 units of (c1)** and this is accomplished by completing their Introduction to Higher Education (**IHE**) course.

Civic Engagement Study

- ▶ **For this study** writing assignments were collected and scored from designated civic learning (cl) courses. The assessment team worked in collaboration with the Cal State LA Center for Engagement, Service, and the Public Good (CESPG) to carry out this plan.
- ▶ Instructors teaching civic learning classes across the **6 colleges** were invited to provide access to the relevant writing assignments of their students.
- ▶ Assignments would need to be 2 or more pages and focus on either
 - a) reflection and analysis of a civic engagement experience or
 - b) a topic that requires students to demonstrate understanding of civic literacy.

Civic Engagement Study

- ▶ Instructors submitted essays as **electronic files via email** or allowed the assessment team to have access to the essays via their **Canvas sites**.
- ▶ Sample: 40 essays from IHE classes and 20 essays from upper-division cl courses in each degree granting college (A&L, B&E, CCOE, ECST, HHS and NSS) (**total of 160 essays**).
- ▶ The essays were scored using a rubric developed in collaboration with the Director of Community Engagement at the CESP.
- ▶ **Five** faculty evaluators from different colleges (with preference given to CAC's and curriculum committee members) scored the essays after a **norming session**.

Civic Engagement Scoring

- ▶ Papers collected from in **Spring or Fall 2018** courses
- ▶ **$N = 119$** papers scored
- ▶ 10-15 papers were **randomly** selected from each course
- ▶ **College and Courses:**
 - A&L: ENGL 3855, LBS 3200, TVF 1000
 - CCOE: CCOE 1010, EDSP 3010
 - HHS: CHDV 3210
 - NSS: LAS 3000 11, LAS 3500 15, LBS 3200, SOC 4050

Student-Level Characteristics

▶ **Student Major:**

- 27 Arts and Letters
- 5 Business and Economics
- 13 Charter College of Education
- 2 Engineering, Computer Science, and Technology
- 20 Health and Human Services
- 36 Natural and Social Sciences
- 16 Undeclared/Unknown

▶ **Level in College:**

- 15 Freshmen
- 14 Sophomores
- 32 Juniors
- 45 Seniors

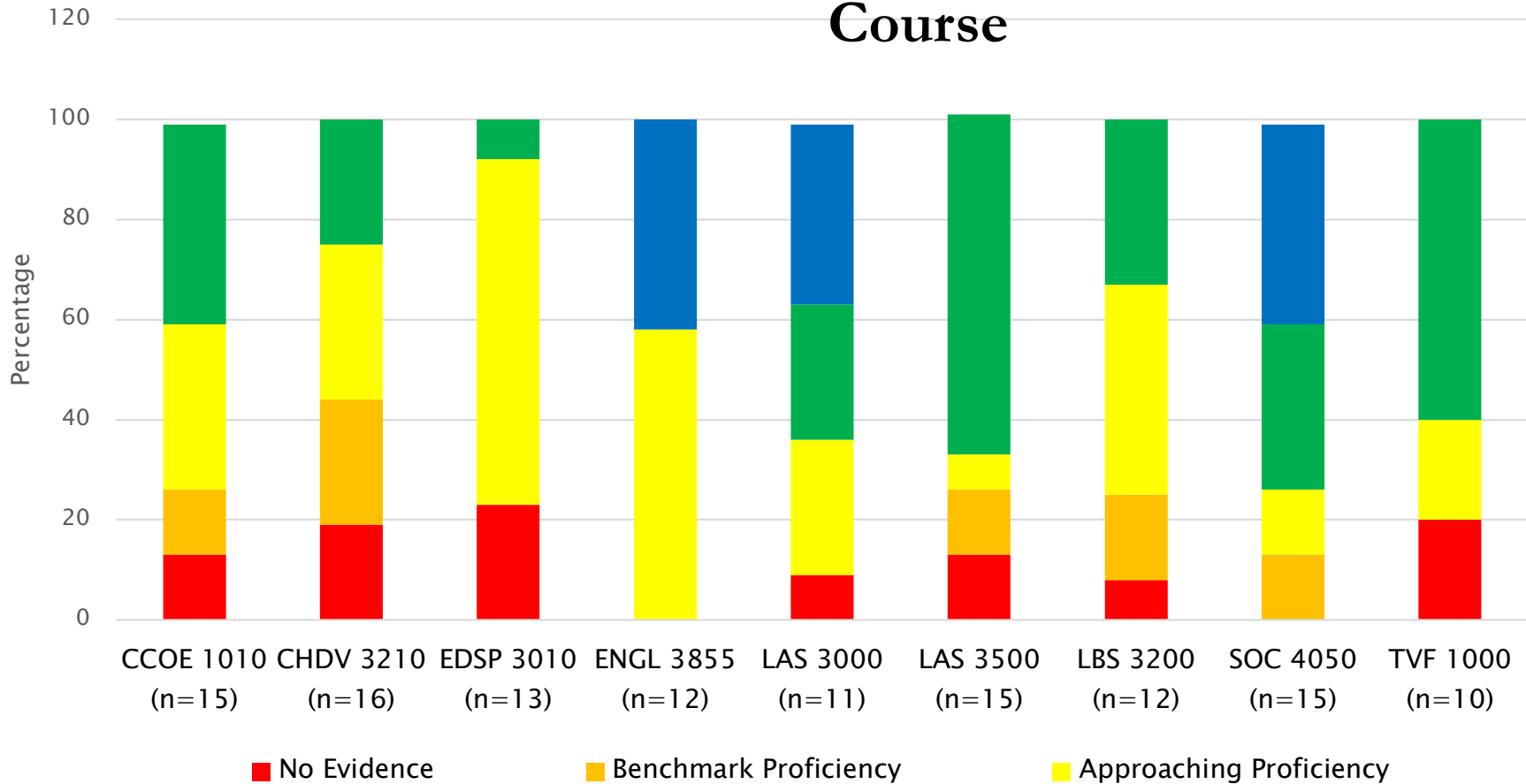
Course	Assignment	Community Engagement Requirement
CCOE 1010: Introduction to Higher Education	Reflect on importance of civic engagement	None (reflect on past experiences)
CHDV 3210: Urban Families and Resilience	Reflect on community engagement experiences and connect to course material	Volunteer work in a community setting and correspondence with children
EDSP 3010: Disability in Contemporary Society	Analyze campus building identifying issues for people with disabilities	None required, some groups conducted interviews
ENGL 3855: Literature and the Law	Analyze issues facing those in the criminal justice system	Correspondence with prison inmates
LAS 3000: Immigrant Experience and Social Justice	Describe a community organization and your volunteer work	Volunteer work at organization and interview participants
LAS 3500: Social Justice in the Americas	Case study of a social movement/mobilization	Community interview
LBS 3200: Disability Studies	Group project analyzing challenges faced by individuals with a specific disability	None required
SOC 4050: Sociology Internships and Service Learning	Describe internship experience and analyze issues addressed by the organization	Internship at a community organization
TVF 1000: Media in Everyday Life	Analyze a social problem in the media and how it can be improved	None

Percentage Scoring Milestone* Proficiency or Higher by Course

Course	Diversity	Analysis of Knowledge	Civic Identity	Civic Communication	Civic Action	Civic Contexts
CCOE 1010 (n = 15)	40.0%	13.3%	60%	13.3%	6.7%	33.3%
CHDV 3210 (n = 16)	25.0%	31.3%	31.3%	6.3%	0%	25.0%
EDSP 3010 (n = 13)	7.7%	7.7%	0%	0%	0%	0%
ENGL 3855 (n = 12)	41.7%	41.7%	41.6%	16.7%	0%	16.7%
LAS 3000 (n = 11)	63.7%	72.8%	72.8%	45.5%	18.2%	45.5%
LAS 3500 (n = 15)	66.7%	26.7%	13.3%	0%	0%	0%
LBS 3200 (n = 12)	33.3%	16.7%	8.3%	0%	0%	0%
SOC 4050(n = 15)	73.3%	40.0%	60.0%	46.7%	26.7%	53.3%
TVF 1000 (n = 10)	60.0%	50.0%	0%	20.0%	0%	0%

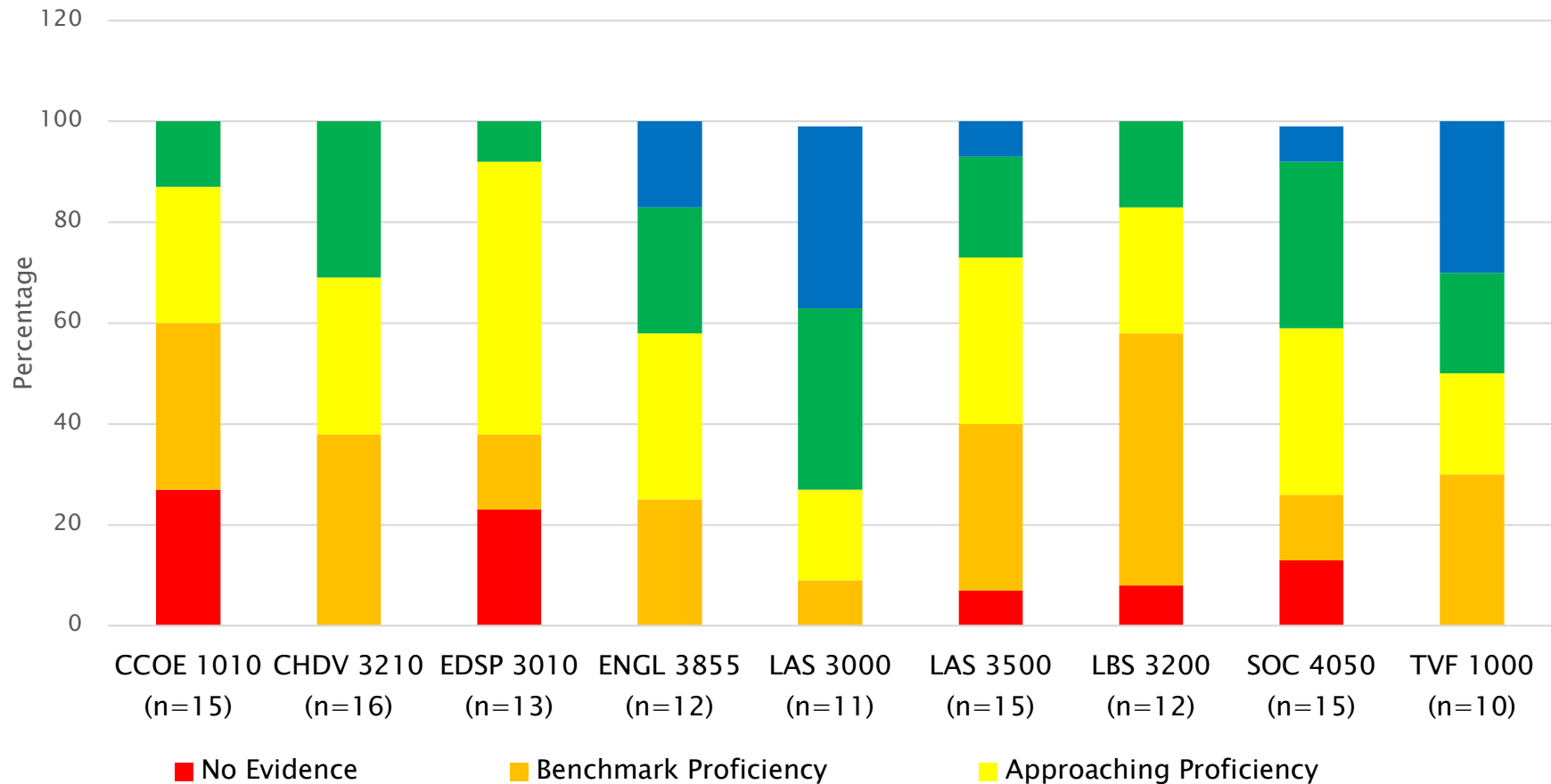
**Based on Rubric—Score 3*

Fall 2018 Community Engagement Assessment: Diversity of Communities and Cultures by Course



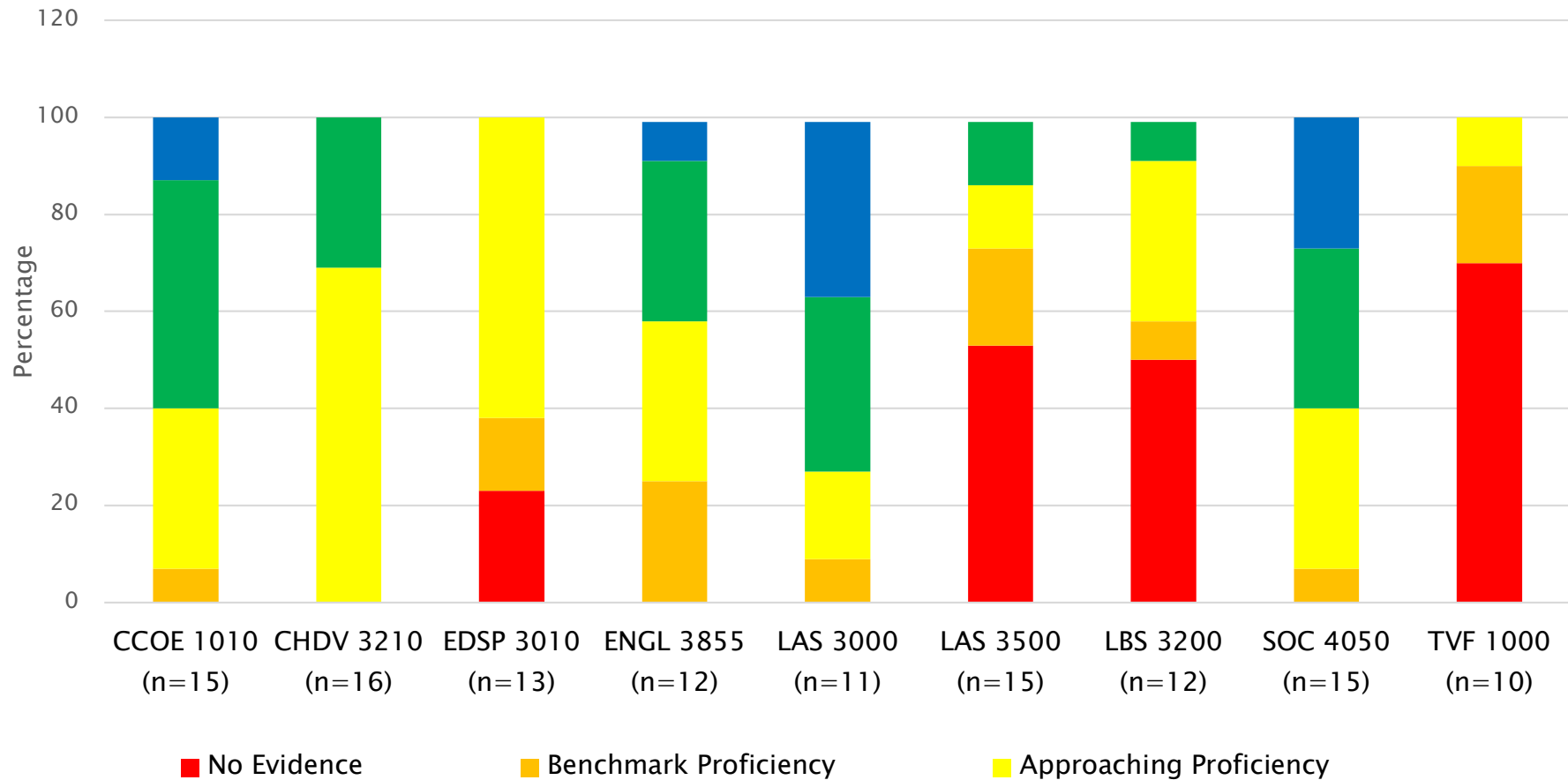
Milestone- “Reflects on how **own attitudes and beliefs are different** from those of other cultures and communities. **Exhibits curiosity** about what can be learned from diversity of communities and cultures.”

Fall 2018 Community Engagement Assessment: Analysis of Knowledge by Course



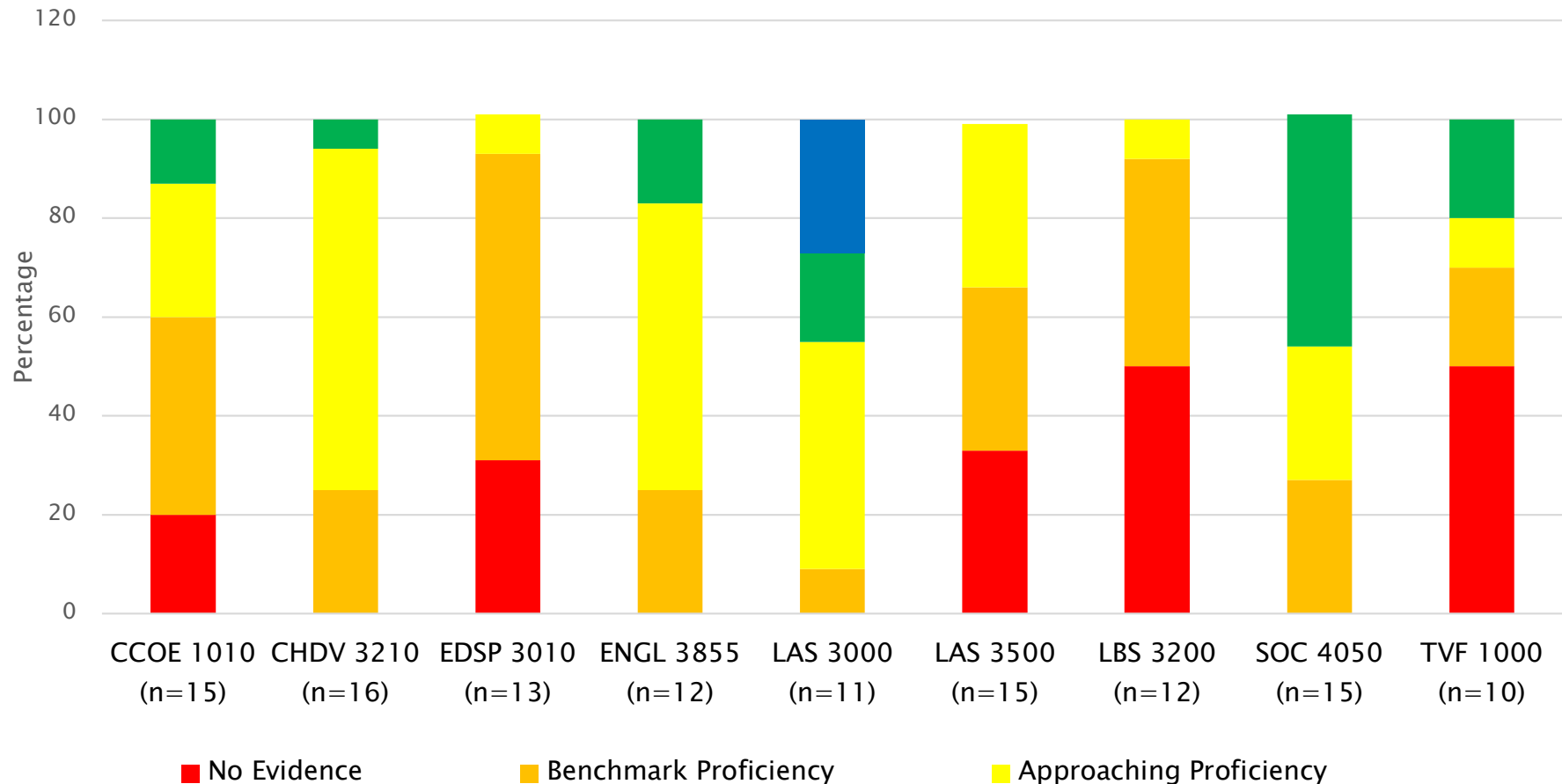
Milestone- “Analyzes knowledge (facts, theories, etc.) from one’s own academic study/ field/ discipline **making relevant connections** to civic engagement and/or to one’s own participation in civic life, politics, and government”

Fall 2018 Community Engagement Assessment: Civic Identity by Course



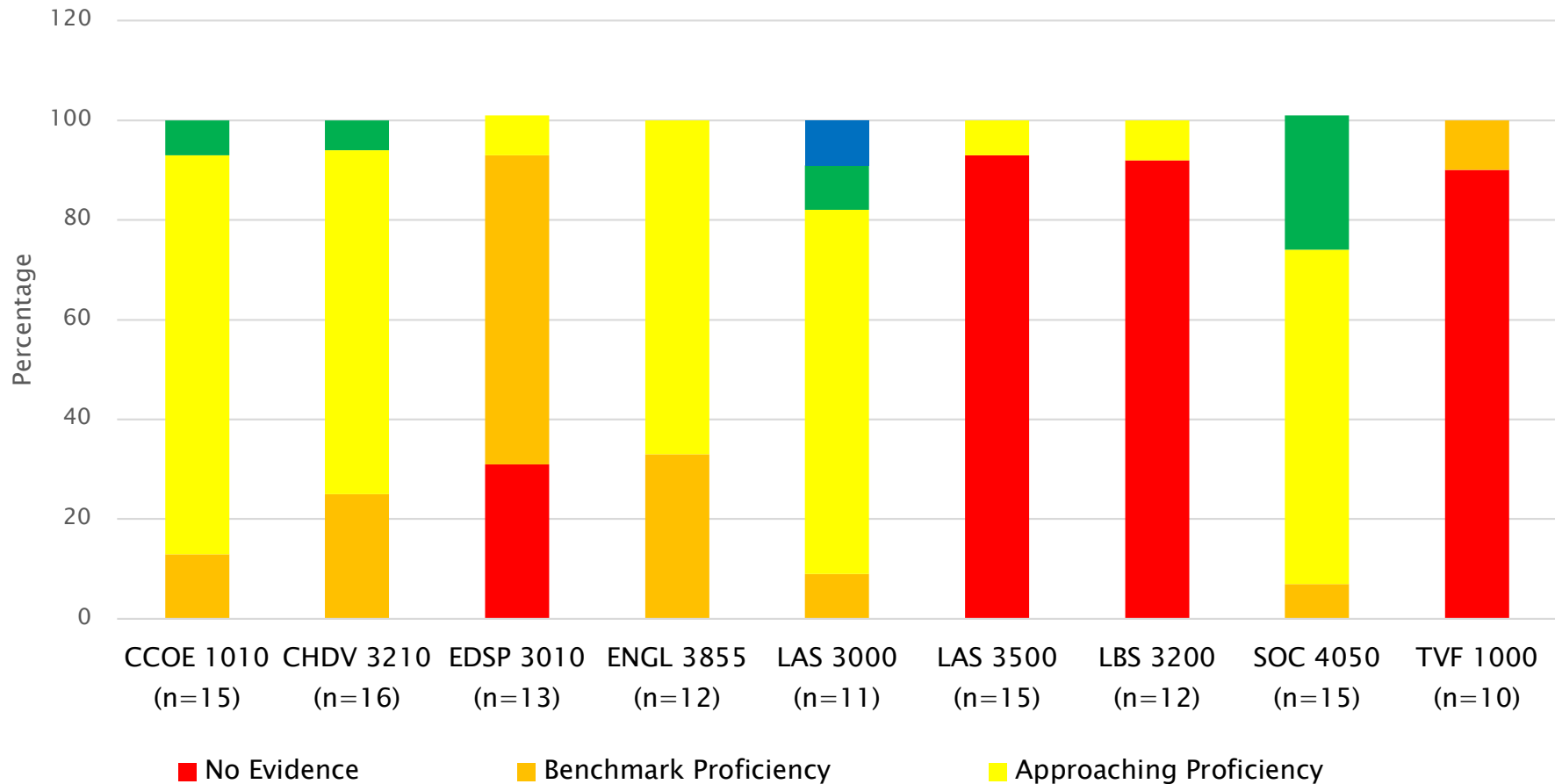
Milestone- “Provides evidence of experience in civic-engagement activities and describes what she/ he has learned about her or himself as it relates to a growing sense of civic identity and commitment.”

Fall 2018 Community Engagement Assessment: Civic Communication by Course



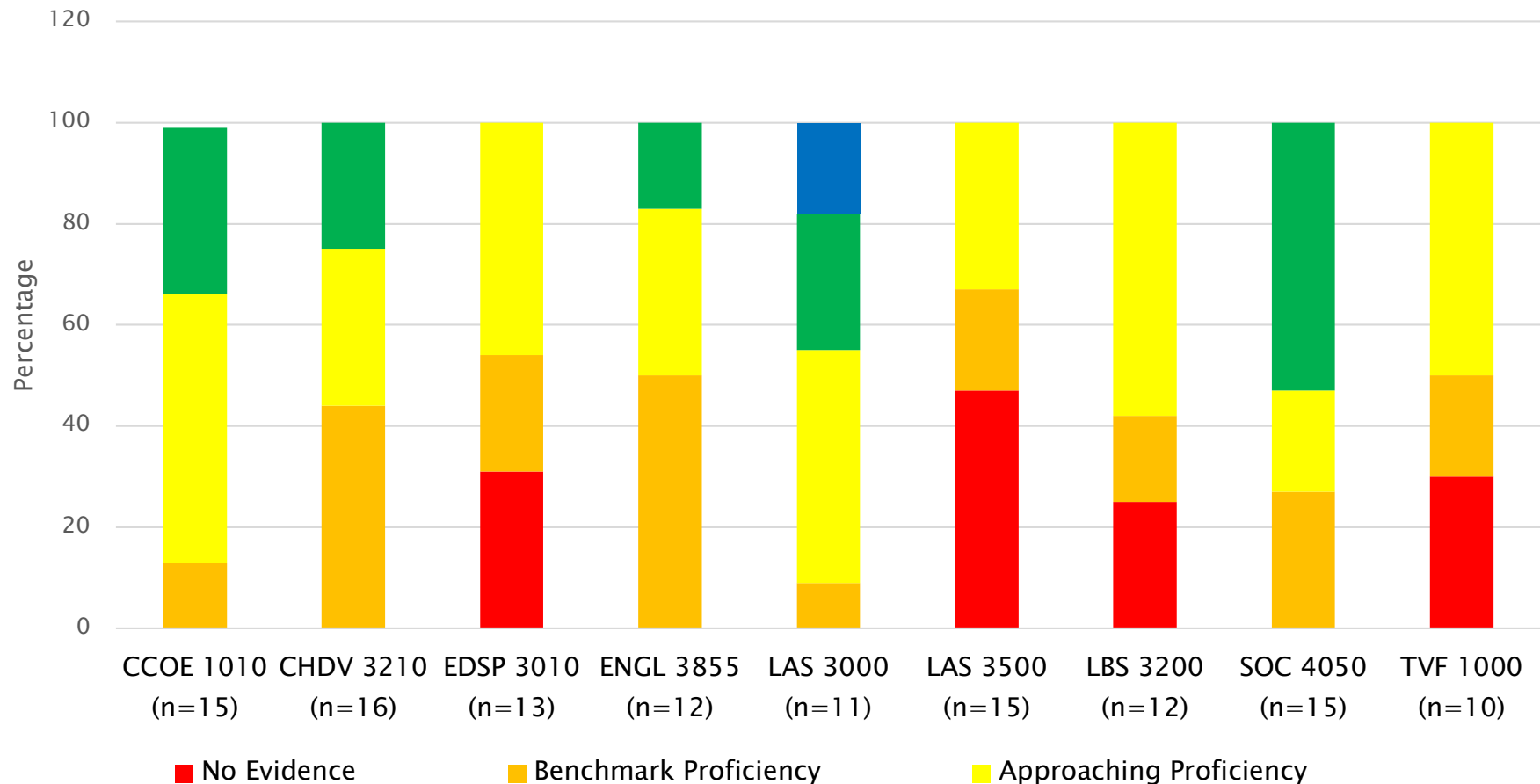
Milestone- “Effectively communicates in civic context, showing ability to do all of the following: **express, listen, and adapt** ideas and messages based on others' perspectives ”

Fall 2018 Community Engagement Assessment: Civic Action by Course



Milestone- “Demonstrates **independent experience and team leadership** of civic action, with reflective insights or analysis about the aims and accomplishments of one’s actions.”

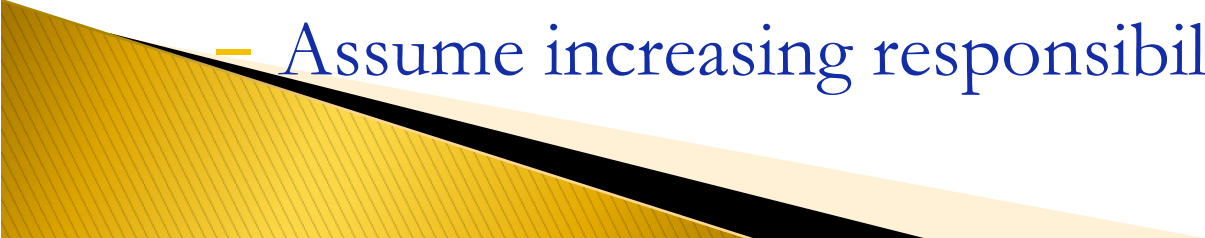
Fall 2018 Community Engagement Assessment: Civic Contexts by Course



Milestone- “Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim”

Approaching- “Demonstrates experience identifying intentional ways to participate in civic contexts and structures.”

Conclusions and Recommendations: CE Experiences

- ▶ Assignments matter!
 - ▶ Civic engagement experiences are most powerful when students:
 - Get the opportunity to do meaningful work in community organizations
 - Learn about the history and function of the organization
 - Interview or correspond with community members about their personal experiences
 - Assume increasing responsibility and leadership
- 

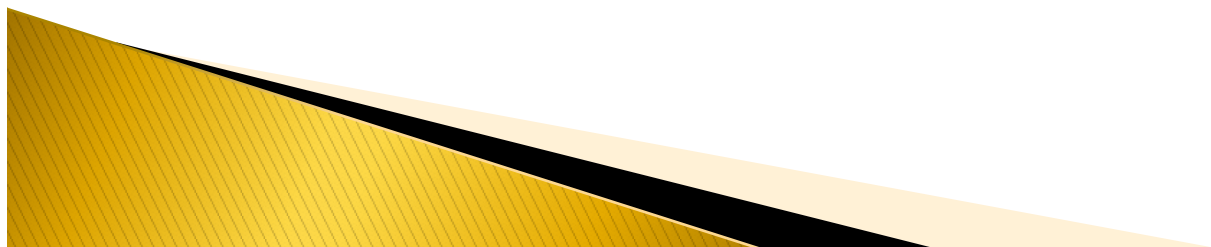
Conclusions and Recommendations: CE Experiences

- ▶ Civic engagement assignments are most effective when they require students to:
 - Connect engagement experiences to course content and scholarly literature
 - Contemplate the perspective of community members
 - Reflect on their civic identity, personal values, and future roles
 - Write in the first person for at least a portion of the essay



Recommendations: Next Steps

- ▶ Offer a workshop on promoting civic learning through course content and assessment
 - Collaboration with CETL and Center for Engagement, Service, and the Public Good
- ▶ Encourage programs to collect and score papers from their own discipline using the common rubric developed for this project.
 - Promote greater investment and use of results.





Civic Engagement Rubric

Please refer to Modified Rubric Handout



Tailoring it to your Program/Course!

How do your programs conceptualize civic engagement?

- ▶ Are there specific desired civic outcomes for students at your department? If so, how are they articulated?
- ▶ What are the key experiences or signature assignments to accomplish the desired outcomes?

**PLEASE COMPLETE
ACTIVITY #1**



Resources on Campus

- **Center for Engagement, Service & the Public Good**
- **Student Life**



CENTER FOR ENGAGEMENT, SERVICE, AND THE PUBLIC GOOD

Community Engagement Opportunities for Faculty

▶ **Service Learning with Community Partners**

- New faculty orientations & ongoing faculty training
- Assistance coordinating with community partner

▶ **Community Engagement Mini-Grants**

- Annual mini-grants to support service learning projects with community partners

▶ **Faculty Fellows for the Public Good**

- Two-year fellowships that encourage and promote *engaged scholarship* and *interdisciplinary action* around the central theme of Cal State LA and the public good

▶ **Volunteer Service**

- Multiple volunteer opportunities through the Center for Engagement, Service, and the Public Good

▶ **Contact Information**

- Rika Houston, Faculty Director of Community Engagement
- Telephone: 323-343-3380
- E-Mail: hhousto@calstatela.edu



Q&A with Our Expert!



Mike Willard

Civic Engagement Expert!

Chair, Department of Liberal Studies

(323) 343 - 4100; mwillar@calstatela.edu



Assessment Articles

Following 4 articles are useful for different reasons:

- ▶ **Martin, “Assessment of Service Learning”**: useful for examples of assignments that could be used for assessment
- ▶ **Mitchell, “Reflective practice that Persists”**: useful for understanding why reflection assignments should be part of *any and all* civic learning



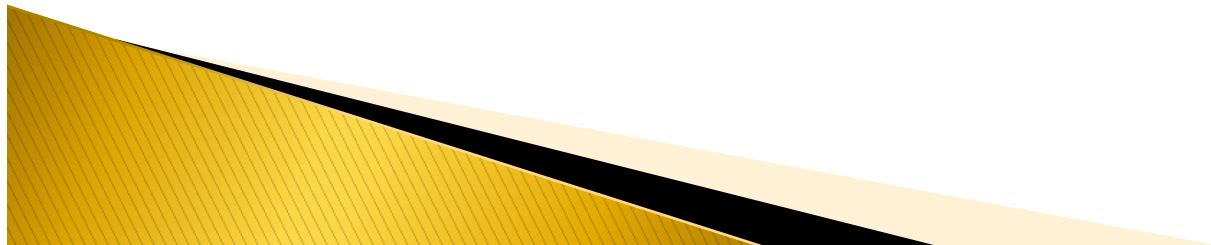
Assessment Articles

Following 4 articles are useful for different reasons.

- ▶ **Bringle and Steinberg, “Educating for Informed Community Involvement”**: useful for more explanation of student outcomes that is related to elements of Civic Engagement on AAC&U rubric and also to GE Civic Learning outcomes.
- ▶ **Mitchell, “Traditional vs. Critical Service Learning”**: useful for seeing how/whether the outcomes in the AAC&U rubric encompass social justice; useful for thinking about how to modify AAC&U rubric to focus more explicitly on social justice outcomes (but that would also require assignments that focus on social justice)



Questions?





Thank You!

