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# Assessment of Co-Curricular, Civic Engagement Programming



Assessment Matters 2019  
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# Outline

## Assessment in Community-Based Learning at JCCC

1. What is Community-Based Learning
  2. Service Learning
  3. Civic Leadership Program
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# Community-Based Learning Mission

Aligned with JCCC's mission to transform lives and strengthen communities, the office of Community-Based Learning is dedicated to supporting teaching strategies that utilize service-learning, community involvement, and real-world learning opportunities to encourage civic engagement in our students in addition to improving our community as a whole.



# Civic Engagement

Defined



- Individual and collective actions designed to identify and address issues of public concern
  - Can range from individual volunteerism, organizational involvement, activism, education, philanthropy, social entrepreneurship, to governance/policy participation etc.
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# Quantitative Literacy

Use quantitative skills to analyze and process information.

# Critical Thinking

Acquire, interpret, and analyze information and apply appropriate problem-solving techniques to determine and evaluate solutions.

# Communication

Communicate effectively with clarity and purpose.

# Social Responsibility

Be prepared to practice community engagement that reflects democratic citizenship, environmental responsibility, diversity, and international awareness.

# Personal Responsibility

Be independent lifelong learners who have the skills necessary for economic, physical, social, mental and emotional wellness.



# Social Responsibility

Be prepared to practice community engagement that reflects democratic citizenship, environmental responsibility, diversity, and international awareness.

## Side Note

- Our assessment not based on Social Responsibility ILO, but rather, old student learning outcome: *Demonstrate an understanding of the broad diversity of the human experience and the individual's connection to society.*
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# Programs





A teaching/learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

## My question:

Does service learning create more civically minded students? [civic-minded: individuals that are motivated by or show concern for the public good or humanity as a whole]



## Assessment Challenges

- Multitudes of different classes offer service learning
- Students volunteering at many different sites
- How to get quantitative data from qualitative field
- Lack of motivation from faculty and students to participate in assessment
- Not every student in every class completes service learning

# Service Learning Assessment - Faculty Report

Total Responses: 8 (out of 13)

Spring 2018

## Solution

1. Surveys sent to faculty and students
2. Likert scale
3. Comment section

Please indicate your level of agreement with each of the following statements.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Mean
The students' opinions of the population they served changed over the course of their service learning.	Count	0	0	1	4	3	8	4.25
	% by Row	0%	0%	13%	50%	38%	100%	
Service learning made students more interested in the issues of their community.	Count	0	0	0	2	6	8	4.75
	% by Row	0%	0%	0%	25%	75%	100%	
Service learning made students affirm or question their social, economic, or political values.	Count	0	0	1	3	4	8	4.38
	% by Row	0%	0%	13%	38%	50%	100%	

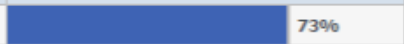

## Comments:

Response		
<p>I don't think it changed the views of the population as much as it changed their understanding of the different experiences of various populations. One student in particular volunteered with Head Start, and wrote in their reflections how the experience really opened their eyes to the socio-economic barriers for children. Most, if not all, students noted that it made them more interested in some aspect of volunteering or the work that the organization does. I'm not sure that it make them question their values per say, but perhaps made them re-think how they view community problems. By that I mean the values were potentially there before, but their experiences opened their eyes to issues.</p>		
<p>My students very much enjoyed their work with the CLEAR program this semester. Both Courtney Barden and Tara Karaim were extremely helpful in explaining the process and helping to organize the students. The students especially loved getting to know the CLEAR students on a more personal level and several were impressed with the teachers in the CLEAR classes.</p>		
<p>Great experience to gain understanding of a construction site and the processes of building and design. Giving back and understanding where they can make a difference was priceless. I will be keeping this in my course as a permanent entity for students to learn and grow.</p>		
<p>This is my first year doing the project (as I am new here) and I am so impressed with the results! It was a pleasure to read their reflection papers! Thank you!</p>		
<p>One student blatantly said this experience challenged her Leawood upbringing.</p>		
	<b>Valid Responses</b>	<b>5</b>






## Service Learning Assessment - Student Report

Response Rate – 17% (68 out of 391)

Did You Participate in the Service Learning Component of This Course?

Response	Frequency	Count
Yes	 73%	49
No	 27%	18
Valid Responses		67

Please Indicate the Reasons Why You Did Not Participate in the Service Learning Component of the Course.

Response	Frequency	Count
Not interested in community service	 11%	2
Not interested in the assignment	 11%	2
Time constraints	 78%	14
Lack of transportation	 6%	1
Other, please specify:	 22%	4
Valid Responses		18

Note: Respondents were able to select multiple responses; therefore, percentages total more than 100%.

Please Indicate the Reasons Why You Did Not Participate in the Service Learning Component of the Course. Other, Please Specify:

Response	Valid Responses
I work 8am-5pm everyday	3
Didn't know about it	
Online class, was not applicable	

Additional Comments from Those Who Did Not Participate in Service Learning:

Response	Valid Responses
sorry, the what?	2
I didn't really have the time to volunteer while working a full-time job and doing 12 credit hours worth of schoolwork online.	

Describe How Service Learning Affected Your Understanding of Your Place in the Community.

Please Indicate Your Level of Agreement with Each of the Following Statements.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Mean
The service I completed affected my understanding of the population served.	Count	2	2	3	12	26	45	4.29
	% by Row	4%	4%	7%	27%	58%	100%	
The service I completed heightened my interest in serving my community.	Count	2	2	2	9	29	44	4.39
	% by Row	5%	5%	5%	20%	66%	100%	
Community service is an important part of being an engaged citizen.	Count	1	0	3	8	32	44	4.59
	% by Row	2%	0%	7%	18%	73%	100%	

Note: Means are based on a 5 point scale where 1=strongly disagree and 5=strongly agree.

Response	
I worked with special needs kids and at an animal shelter, both of those places heightened my understanding of those two components of our community. Special needs people are just like regular people and all they want is to have fun and be understood, working with them helped me understand them so much better. As for the animal shelter, I had always loved animals, when working at the shelter I saw how much all these animals wanted love and just that, but I also saw how much work it took to keep a shelter running, and that really the shelters solely rely on volunteers and donations.	
I have a better understand of the service learning.	
I have done service for school every year since I started high school and I am very happy that it was part of a course this year as it helped to remind me how important it is to be an active member in assisting the people around me. I felt happy to be a part of it and it made me very grateful for the opportunity and excited to do it again.	
It generated a lot of interest from. I feel like doing it again.	
I was able to see how furthering my education in social work would provide new professional opportunities to serve my community.	
I saw that there is a need for social workers in schools.	
While volunteering at voter registration, I found out how little people understood the system or how easy it was to register to vote. I knew that community service was important, but having actual experience put it more in perspective and placed more weight in it for me. I also now understand why they need for young volunteers to help with signing up potential voters. Without volunteers doing this, this past election probably would have been entirely different - Another thing I didn't realize, was how much I would enjoy doing it. I'm going to do it again soon.	
People who need friends and extra help succeed and also benefit the volunteers just as much as they get benefited	
Every little thing helps.	
Working with clear allowed me to work with students with exceptionalities. I was able to see how different but truly alike we all were. It was a great experience. Students, despite their abilities all have things in common.	
I was able to enhance my knowledge of the students in an environment that was unique. For them to feel comfortable talking to me about their personal life and ask advice in the end, made me feel welcome and opened my eyes to the things those students deal with.	
I volunteered on Sundays at the Kansas City Center for Inclusion. Serving the LGBT community of KC, we often have individuals from outside this community wander in. The Center is located in downtown Kansas City, at Main and 43rd. This area has a high homelessness rate and a high poverty rate. My upbringing, in the southern suburbs of KC, shielded me somewhat from this reality. Now, I have the chance to engage with people I would not normally be able to serve.	
I realized that my skills as a bilingual person were of great use to when serving for the Hispanic community. I can advocate for those who can't advocate for themselves and that was a very powerful discovery I made serving at el Centro.	
I found the service learning component to be a wonderful real life application of the course materials and a great way to learn the main themes of the course by being an active member of your community.	
I was able to see the need for the service I am learning and how I can benefit those around me.	
It made me aware to a different population that I do not engage with in my everyday life and what an impact we can make to help others.	
The service learning experience helped to show me how much our community needs to be educated on literacy awareness.	
Valid Responses	17

## SL Assessment

- Right now, collecting data
- Eventually will study trends of quantitative data and create rubrics for assessing comments
- Hope to find consistent or increase of civic mindedness







## Civic Leadership Program

The Civic Leadership Program combines community service, leadership training, coursework and reflection to encourage you to become an active leader in your community.

## Assessment

- Social Responsibility ILO
- Survey - Likert scale
- Rubric to assess final papers



# Program Goals



1. Students will demonstrate successful leadership skills in regards to issues of public concern within their discipline and their community.
  2. Students will demonstrate evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures.
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# Survey Questions

1. The combination of community service and leadership training in the Civic Leadership Program has taught me how to demonstrate successful leadership skills.  
-Strongly Disagree -Disagree -Agree -Strongly Agree
2. The combination of community service and leadership training has made me aware of social issues and issues of public concern within my community.  
-Strongly Disagree -Disagree -Agree -Strongly Agree
3. The Civic Leadership program has positively affected the frequency with which I will engage in leadership and civic acts in the future (such as voting, volunteering, or political engagement etc.)?  
-Strongly Disagree -Disagree -Agree -Strongly Agree
4. The Civic Leadership program has adjusted my values and beliefs because of working within and learning from diversity of communities and cultures.  
-Strongly Disagree -Disagree -Agree -Strongly Agree
5. I connected my field of study with my Civic Leadership program activities.  
-Strongly Disagree -Disagree -Agree -Strongly Agree

# Final Project Prompt





Write a 3-4 page essay that is a reflective culmination of all of your Civic Leadership activities. How did the Civic Leadership program affect your attitudes and beliefs towards the populations you served? How did the tasks you completed connect to your own academic field/discipline? What did you learn about leadership and civic action?

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# Assessment Rubric for Final Paper

	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
<b>Diversity of Communities and Cultures</b>	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes other's 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.
<b>Analysis of Knowledge</b>	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.
<b>Leadership and Commitment</b>	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 clarified sense of leadership 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 leadership and commitment.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of leadership.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to leadership.
<b>Civic Action and Reflection</b>	Demonstrates independent experience and shows initiative in 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 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 individuals or communities.	Has experimented with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.

# Grading Rubric

Final Project Rubric					  
Criteria	Ratings			Pts	
Writing Style	<b>32.0 pts</b> <b>Exemplary</b> Paper is well organized, uses excellent grammar, has little to no typos and spelling errors. There is a clear voice and excellent style throughout.	<b>16.0 pts</b> <b>Adequate</b> Paper has some grammatical and spelling issues that are slightly distracting. Paper is somewhat disorganized, choppy, or lacks a flow. Voice is present but not exemplary - can be too colloquial or scattered at points.		<b>0.0 pts</b> <b>Unsatisfactory</b> Grammatical and spelling issues distract reader from meaning of paper. Paper lacks organization and voice.	32.0 pts
Topic	<b>32.0 pts</b> <b>Exemplary</b> Student has chosen one or more prompts from the assignment description and explored them fully. All points of essay relate back to things the student has learned or experienced in the Civic Leadership program.	<b>16.0 pts</b> <b>Adequate</b> Student has chosen to write about topics somewhat related to the final assignment prompt. The topics discussed seem distracted or off topic at points. Certain experiences and lessons learned do not relate to civic leadership.		<b>0.0 pts</b> <b>Unsatisfactory</b> The topic is discussed is vague, overgeneralized, or unrelated to the final discussion assignment prompts.	32.0 pts
Reflection	<b>32.0 pts</b> <b>Exemplary</b> Student has drawn from personal experiences, mentioned direct observations, and analyzed the culmination of their civic leadership program to learn something new about themselves or their community.	<b>16.0 pts</b> <b>Adequate</b> Essay may lack personal reflection in terms of detail or analysis. It either remains vague about experiences in general or is a listing of experiences without analysis drawing everything today.		<b>0.0 pts</b> <b>Unsatisfactory</b> Essay includes no references to personal experiences or analysis of these experiences.	32.0 pts
 Social Responsibility <a href="#">view longer description</a> threshold: 3.0 pts	<b>3.0 pts</b> <b>Mastery</b>	<b>2.0 pts</b> <b>Progressing</b>		<b>1.0 pts</b> <b>Low/No Master</b>	3.0 pts





## AACU Value Rubrics

## CL Assessment

- Collecting data right now
- Numbers are still low
- Hope for increasing scores as program grows





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