

Assessment of Pitzer College Educational Objectives

Part One: Social Responsibility and the Ethical Implications of Knowledge and Action

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Background

In recent years, Pitzer College has begun a rigorous process to systematically evaluate its college-wide educational objectives. In 2011-12, the First Year Seminar Task Force examined the “Effective Expression” component of the “Critical Thinking, Formal Analysis, and Effective Expression” educational objective and subsequently initiated faculty development and curricular support to enhance pedagogy and assessment within the First Year Seminar program.

In the following academic year of 2012-13, the Office of Academic Assessment embarked upon examining the Social Responsibility (SR) educational objective. The SR educational objective evolved from Pitzer College’s founding as an innovative liberal arts institution and commitment to progressive social change. The educational objective was formalized in the late 1980s and later examined by a Task Force on Social Responsibility in 1998 (see Appendix A). At present, the educational objective is described in the course catalog as follows:

Concern with Social Responsibility and the Ethical Implications of Knowledge and Action

By undertaking social responsibility and by examining the ethical implications of knowledge, students learn to evaluate the effects of actions and social policies and to take responsibility for making the world we live in a better place.

To implement assessment of the SR educational objective, the Office of Academic Assessment was guided by recommendations from the Pitzer College Tactical Plan (2011-2016) and WASC Self-Study, Site Visit, and ReAccreditation (2010-2011), as well as oversight by the Curriculum Committee and support from the Community Engagement Center.

Specifically, Goal 1 of the Tactical Plan was to “to enhance student learning by strengthening and expanding opportunities for meaningful, academically grounded community engagement, both locally and globally.” Objective B (under Goal 1) encouraged the development of “social responsibility and intercultural understanding as authentic educational objectives – that is, critical abilities that are fully integrated into students’ learning” and to specifically “change the Social Responsibility graduation guideline to a Social Justice guideline, and create an ad hoc committee to strengthen and enhance the rigor of the guideline” (see Appendix B).

In concert with the Tactical Plan, Appendix 7.12 of the WASC Self-Study suggested a plan for assessing the SR educational objective (see Appendix C). The plan described current means for fulfilling the objective, including both credit and non-credit options, and provided preliminary data on how students were completing the objective:

Most students fulfill the SR objective using the FOR CREDIT option, through a pre-designated course, Study Abroad curriculum activity, for-credit internship, or an academic I.S. About 70% of students fulfill the objective this way. About 30% choose the NON-CREDIT option, roughly 72 students in each graduating class.

The Self-Study further stated that, “the larger question that has occupied the Pitzer community concerns the underlying values behind this objective. Criteria for what courses should be designated SR credit are largely

self-imposed by individual faculty, except that some form of experiential community involvement needs to be included.” Thus, the Self-Study suggested that by 2012-13, the Curriculum Committee would review a sample of credit and non-credit SR student data (e.g., course-based assignments for the credit option and written statements required for the non-credit option) and consider “providing support for course development, means of assessing non-credit internships and community action, and other curricular issues raised by assessing learning goals.” The current report thus details the direct assessment of student evidence (i.e., writing samples) from SR-designated credit courses in Fall 2012 and non-credit options completed in 2011 and 2012.

Conceptual Framework

Broadly speaking, social responsibility has been described as a mechanism for contributing to the common good and has been embraced among diverse communities, including educational, religious, and corporate entities. Following are three depictions of social responsibility within the educational context:

Social Responsibility:

The aim of the undergraduate experience is not only to prepare the young for productive careers, but also to enable them to live lives of dignity and purpose; not only to generate new knowledge, but to channel that knowledge to humane ends; not merely to study government, but to help shape a citizenry that can promote the public good. (*College: The Undergraduate Experience in America*, Boyer, 1987)

Social responsibility – that is, a personal investment in the well-being of others and the planet – doesn’t just happen. It takes intention, attention, and time. It may even take redesigning schools and classrooms to embrace a culture that values and creates empowerment, cooperation, compassion, and respect. (*Educational Leadership*, Berman, 1990)

We believe that higher education institutions exist to serve and strengthen the society of which they are part. Through the learning, values and commitment of faculty, staff and students, our institutions create social capital, preparing students to contribute positively to local, national and global communities. Universities have the responsibility to foster in faculty, staff and students a sense of social responsibility and a commitment to the social good, which, we believe, is central to the success of a democratic and just society. (*Talloires Declaration*, 2005)

Furthermore, the Association of American Colleges and Universities (AAC&U) describes “educating students for personal and social responsibility” as a core commitment in undergraduate education. The following are **five dimensions of personal and social responsibility** that describe developmentally appropriate goals for students in college:

1. **Striving for Excellence:** developing a strong work ethic and consciously doing one’s very best in all aspects of college;
2. **Cultivating personal and academic integrity:** recognizing and acting on a sense of honor, ranging from honesty in relationships to principled engagement with a formal academic honors code;
3. **Contributing to a larger community:** recognizing and acting on one’s responsibility to the educational community and the wider society, locally, nationally, and globally;

4. Taking seriously the perspectives of others: recognizing and acting on the obligation to inform one's own judgment; engaging diverse and competing perspectives as a resources for learning, citizenship, and work;

5. Developing competence in ethical and moral reasoning and action: developing ethical and moral reasoning in ways that incorporate the other four responsibilities; using such reasoning in learning and in life.

Based on these dimensions, the AAC&U developed several rubrics to codify and assess students' personal and social responsibility. Specifically, one rubric gauged students' civic engagement, citing Thomas Ehrlich's (2000) definition –

Civic Engagement: working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, and values to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.

In attempting to define civic engagement, Barbara Jacoby (2009) acknowledged that “there are probably as many definitions of civic engagement as there are scholars and practitioners who are concerned with it” (p. 5; see Appendix D). Notwithstanding, Jacoby describes civic engagement as the most common and inclusive term for depicting students' learning about themselves, their diverse communities (both locally and globally), and their commitment to make a positive impact upon themselves and their communities – in her words, “a ‘big tent’ that allows individuals and initiatives representing a range of perspectives to gather beneath it for the purpose of creating a cohesive whole that advances responsibility for the common good” (p. 9-10). Thus, Jacoby maintains that civic engagement provides a broad framework for describing social responsibility and related initiatives within higher education –

Social justice, however, provides a more specific approach to addressing issues of societal concern. In *Teaching for Diversity and Social Justice* (2nd Ed.), Lee Anne Bell (2007) describes social justice as follows:

Social Justice: We believe that social justice is both a process and a goal. The goal of social justice is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure. We envision a society in which individuals are both selfdetermining (able to develop their full capacities) and interdependent (capable of interacting democratically with others). Social justice involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others, their society, and the broader world in which we live. These are conditions we wish not only for our own society but also for every society in our interdependent global community. The process for attaining the goal of social justice, we believe, should be democratic and participatory, inclusive and affirming of human agency and human capacity for working collaboratively to create change (p. 1-2; see Appendix E).

Bell (2007) further defines social justice education as an “interdisciplinary conceptual framework for analyzing multiple forms of oppression and a set of interactive, experiential pedagogical principles to help learners understand the meaning of social difference and oppression both in the social system and in their personal lives” (p. 2).

Similarly, Pitzer emeritus professor, José Calderón (2007), describes social justice as a mechanism to address inequity in the classroom and society, stating that “the way we run our classrooms and the way we connect those classrooms to our communities can have a lot to say about whether our teaching and learning practices are

advancing a more diverse, socially just, and democratic culture. These practices should not be contradictory to the pedagogy, research, and action that we implement alongside our community partners” (p. xxiii; see Appendix F). Therefore, social justice pedagogy motivates teachers as well as learners to envision a more equitable world, while transforming our classrooms into participatory, democratic spaces ripe for learning and social change.

In addition to social responsibility, civic engagement, and social justice, there are a myriad of other approaches for engaging college students beyond the classroom, such as service-learning, community-based education, and experiential education. However, addressing all such approaches is beyond the scope of this report. The focus here is on understanding how social responsibility may be conceptualized, implemented, and assessed at Pitzer College. By examining two related constructs – civic engagement, as a broader framework, and social justice, as a more nuanced approach – the college may be able to determine the underlying values of the SR educational objective and next steps for curricular enhancement, support, and assessment (see Figure 1).

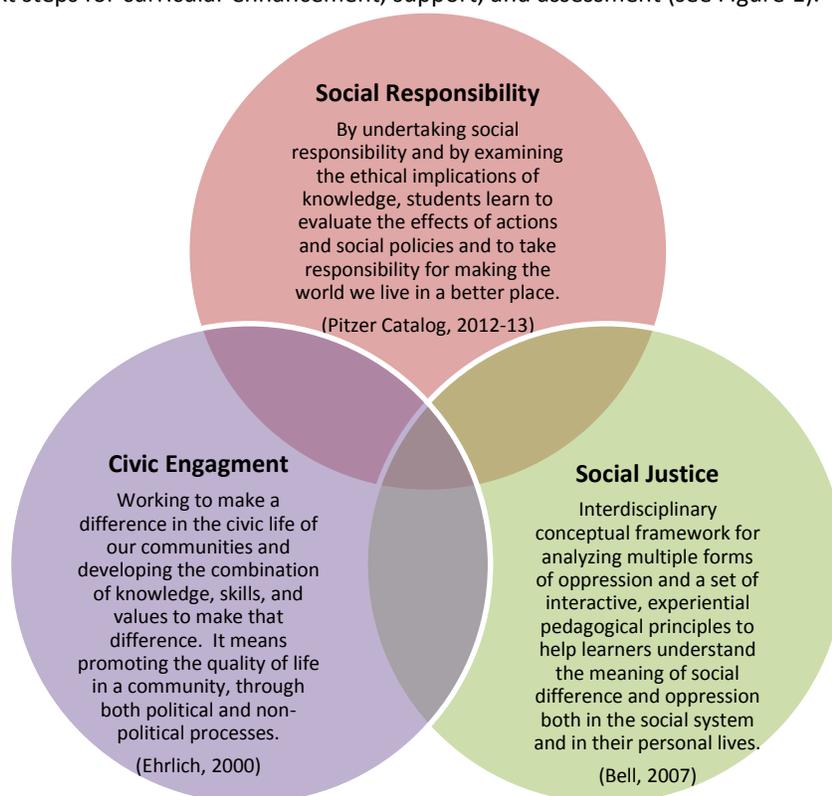


Figure 1. Related constructs of social responsibility, civic engagement, and social justice in higher education.

SR Educational Objective and Graduation Requirement

According to the Pitzer Catalog (2012-13), students should work closely with their advisers to plan for completion of the SR educational objective. Students meet the objective in one of the following ways:

Options with Academic Credit

1. One full-credit course that involves either community service, community-based fieldwork, or a community-based internship (for courses that fulfill this requirement, see your adviser or the Registrar’s office).

2. A directed independent study with a community-based experiential component; see the Guidelines for Internship and Community Service Independent Study (available at the Registrar's Office, at Career Services and on p. 308) for instructions on how to design the independent study.
3. Participation in appropriate Study Abroad programs (those involving a community-based internship or community service).

Non-Credit Options

1. Involvement in a single semester (or equivalent) of 45 hours (e.g., 15 weeks × 3 hours per week) of volunteer or community service during your course of study at Pitzer. Normally, an involvement that includes pay is not acceptable.
2. One semester (or equivalent) of service to the Pitzer community (for example, as a participant in College governance, the Ecology Center, or as a Resident Assistant). Students must discuss either of these non-credit options with their faculty advisers to determine if the placement is appropriate for the Social Responsibility Objective. Students must complete a "Social Responsibility (Non-Credit Option) Verification Form" (available at the Registrar's Office) and write a 3–5 page report summarizing their activities and evaluating their experiences. This report is due to the major adviser and the verification form to the office of the Registrar prior to graduation.

In 2011-12, 201 students (73%) completed the credit option, 55 students (20%) completed the non-credit option, and 20 students (7%) completed both the credit and non-credit option (based on data from the Registrar's Office, and analyzed by Institutional Research). See Appendix G for additional data regarding SR courses offered in 201112 and student enrollment trends from 2002-03 to 2011-12.

Data Collection

a. Options with Academic Credit

The Pitzer Community Engagement Center provided a list of Fall 2012 credit courses that fulfilled the SR educational objective:

1. ASAM 002 Asian American Wellness (Kathleen Yep)
2. ASAM 082 Racial Politics of Teaching (Kathleen Yep and Carmen Fought)
3. ASAM 102 Fieldwork: Asian Americans (Kathleen Yep)
4. ASAM 115 Theories and Methods (Kathleen Yep)
5. ASAM 135 Filipino American Experiences (Todd Honma)
6. CHLT 072 History of Central Americans in the United States (Suyapa Portillo)
7. CHLT 079 Gender, Sexuality and Healthcare in America (Suyapa Portillo)
8. EA 081 Topics in Sustainable Design - Trail Design Workshop
9. EA 086 Environmental Justice (Brinda Sarathy)
10. EA 131 Restoring Nature (Paul Faulstich)
11. ENGL 009 Black Feminist Community Learning and Creative Writing (Laura Harris)
12. ENGL 129 Poetry and Public Space (Brent Armendinger)
13. FS 003 Making Space and Unsettling Settlers (Erich Steinman)
14. FS 008 Imagining Los Angeles (Brent Armendinger)
15. MS 100 Asian Americans in Media (Ming-Yuen Ma)
16. MS 112 Anthropology of Media (Ruti Talmor)
17. MS 194 Media Arts for Social Justice (Gina Lamb)

18. PSYC 105 Child Development (Mita Banerjee)
19. SOC 035 Race and Ethnic Relations (Anthony Francoso)
20. SOC 088 Hip Hop and Incarceration (Anthony Francoso)
21. THEA 060 Theatre for Young Audiences (Rose Portillo)

All faculty for the above courses were asked to share course materials, such as syllabi and copies of student assignments, as evidence for completing the SR objective. Faculty provided a wide array of evidence from their courses, including for example, a singular essay assignment, a series of reading responses or reflections, or all course-based written assignments submitted to Sakai (Pitzer's online learning management system). The following table provides a summary of courses and forms of evidence submitted to the Office of Academic Assessment:

Course	Forms of Evidence
1. ASAM 082 Racial Politics of Teaching (Kathleen Yep and Carmen Fought)	Syllabus; Sakai access to all written course assignments
2. ASAM 102 Fieldwork: Asian Americans (Kathleen Yep)	Syllabus; Sakai access to all written course assignments
3. ASAM 115 Theories and Methods (Kathleen Yep)	Syllabus; Sakai access to all written course assignments
4. ASAM 135 Filipino American Experiences (Todd Honma)	Syllabus; Community Project written materials (40% of grade)
5. CHLT 072 History of Central Americans in the United States (Suyapa Portillo)	Syllabus; Assignment prompts; Midterm essay assignment (30% of grade)
6. CHLT 079 Gender, Sexuality and Healthcare in America (Suyapa Portillo)	Syllabus; Assignment prompts; Reading responses (30% of grade)
7. EA 086 Environmental Justice (Brinda Sarathy)	Syllabus; Sakai access to all written course assignments and Eportfolio (written responses to community organizing project)
8. EA 131 Restoring Nature (Paul Faulstich)	Syllabus; Eportfolio access to weekly reading responses
9. FS 003 Making Space and Unsettling Settlers (Erich Steinman)	Syllabus; Sakai access to all course assignments
10. MS 194 Media Arts for Social Justice (Gina Lamb)	Syllabus; Sakai access to all course assignments
11. PSYC 105 Child Development (Mita Banerjee)	Syllabus; Internship paper (10% of course grade)

Among those students enrolled in Pitzer SR-designated courses, the following table lists the proportion of students enrolled from each of the five Claremont Colleges (5Cs).

	Pitzer	Pomona	Scripps	CMC	HMC	Total Enrollment
All courses	184	39	27	9	1	260
Percentage	70.8%	15.0%	10.4%	3.5%	0.4%	100%
Fall 2012 Assessment	103	11	14	3	1	132*
Percentage	78.0%	8.3%	10.6%	2.3%	0.8%	100%

*132 total students enrolled in courses included in assessment; however, only data from 107 was submitted.

b. Non-Credit Options

The Registrar's Office provided scanned copies of the Social Responsibility (Non-Credit Option) Verification Form. Only senior-level students that completed the Non-Credit Option submitted these forms as part of the degree verification process (see Appendix H for sample form). The Office of Academic Assessment reviewed completed forms from the 2011-12 academic year and Fall 2012.

c. Additional Data

The Office of Academic Assessment conducted surveys among faculty who led Social Responsibility courses and among students who enrolled in those courses during Fall 2012. An application to the Institutional Review Board (IRB) was submitted and approved for survey implementation. The surveys sought to address the following questions:

- 1) To what degree do Pitzer Social Responsibility Courses/Options align to standardized rubrics of civic engagement and social responsibility?
- 2) To what degree do Pitzer Social Responsibility Courses/Options meet the Pitzer Social Responsibility graduation requirement?
- 3) For what purpose do Pitzer faculty and students use the Pitzer Social Responsibility Courses/Options?

See Appendix I for copies of the faculty and student surveys.

Methodology

a. Options with Academic Credit

Two rubrics were selected to review students' coursework (e.g., essays, reading responses, community organizing project descriptions): (1) AAC&U Civic Engagement VALUE Rubric and (2) CCCSI Rubric for Assessing Student Learning on Community-Based Education. The AAC&U Civic Engagement Rubric was developed to reflect Ehrlich's (2000) broad definition of civic engagement and examined the following six dimensions of civic engagement:

1. Diversity of Communities and Cultures
2. Analysis of Knowledge
3. Civic Identity and Commitment
4. Civic Communication
5. Civic Action and Reflection
6. Civic Contexts/Structures.

The dimensions were examined using four levels of development: Benchmark (1), Milestones (2 and 3), and Capstone (4); see Appendix I for rubric.

The CCCSI (formerly Center for California Cultural and Social Issues) Community-Based Education rubric was developed by Tessa Hicks Peterson, Director of Pitzer's Community Engagement Center. This locally developed rubric examined the following five dimensions of community-based education:

1. Social Responsibility
2. Intercultural Effectiveness
3. Self-Knowledge
4. Community Knowledge
5. Interpersonal Competency.

The dimensions were examined using four levels of development: Initial (1), Emerging (2), Developed (3), and Highly Developed (4); see Appendix J for rubric. It should further be noted that the first dimension of Social Responsibility articulates the concept of social justice as part of the Developed and Highly Developed categories.

To calibrate our understanding and implementation of the rubrics, two readers independently reviewed all coursework submitted from two classes: PSYC 105 (Child Development) and EA 131 (Restoring Justice). The coursework was scored, and readers shared scores to gain a common understanding of each rubric dimension (e.g., Social Responsibility) and category (i.e., Developed vs. Highly Developed). This process required reading student coursework three times to come to consensus on the interpretation of the rubrics and consistent scoring of student work (i.e., inter-rater reliability). Following calibration, each reader separately reviewed coursework from several classes, and scores were tallied in the aggregate for this report.

In addition to reviewing students' coursework, syllabi were read for learning outcomes, grading schemes, and assignment types related to Social Responsibility.

b. Non-Credit Options

Completed Non-Credit Option forms were reviewed for word counts and coded for emergent themes. The rubrics were not applied to the Non-Credit Option forms due to the general brevity of student writing on the forms.

c. Additional Data

Finally, faculty and student surveys soliciting their feedback on the SR-designated courses were conducted and descriptive statistics and qualitative comments were compiled for this report.

Results

a. Credit Options

The following tables describe how students enrolled in Fall 2012 SR-designated courses performed on the two rubrics. For each dimension, the proportion of students who demonstrated evidence of achievement (e.g., Initial, Emerging, Developed, or Highly Developed) was provided. Students who did not demonstrate evidence for a particular dimension (e.g., Diversity of Communities and Cultures or Social Responsibility) were scored as Not Observed (0).

i. AAC&U Civic Engagement Rubric (*n*=107)

	0 – Not Observed	1 – Benchmark	2 – Milestone	3 - Milestone	4 - Capstone
Diversity of Communities and Cultures	5%	9%	21%	39%	25%
Analysis of Knowledge	7%	13%	32%	33%	14%
Civic Identity and Commitment	3%	10%	39%	37%	10%
Civic Communication	59%	1%	20%	18%	3%
Civic Action and Reflection	9%	15%	66%	7%	2%
Civic Contexts and Structures	21%	14%	25%	34%	6%

ii. Pitzer Community-Based Education Rubric (*n*=107)

	0 – Not Observed	1 – Initial	2 – Emerging	3 - Developed	4 – Highly Developed
Social Responsibility	1%	19%	33%	25%	22%

Intercultural Effectiveness	30%	4%	34%	30%	3%
Self Knowledge	8%	21%	26%	32%	12%
Community Knowledge	16%	5%	31%	46%	3%
Interpersonal Competency	88%	0%	0%	12%	0%

iii. Summary Rubric Findings

We examined the findings for both the AAC&U and Pitzer rubrics. Figure 2 depicts the proportion of students (from highest to lowest) who demonstrated evidence at the 3- (Milestone/Developed) or 4- (Capstone/Highly Developed) levels of achievement. For the majority of rubric dimensions (10/11 dimensions), less than 50% of students scored in the 3-4 range. However, a majority (or 64%) of students scored in the 3-4 range for Diversity of Communities and Cultures.



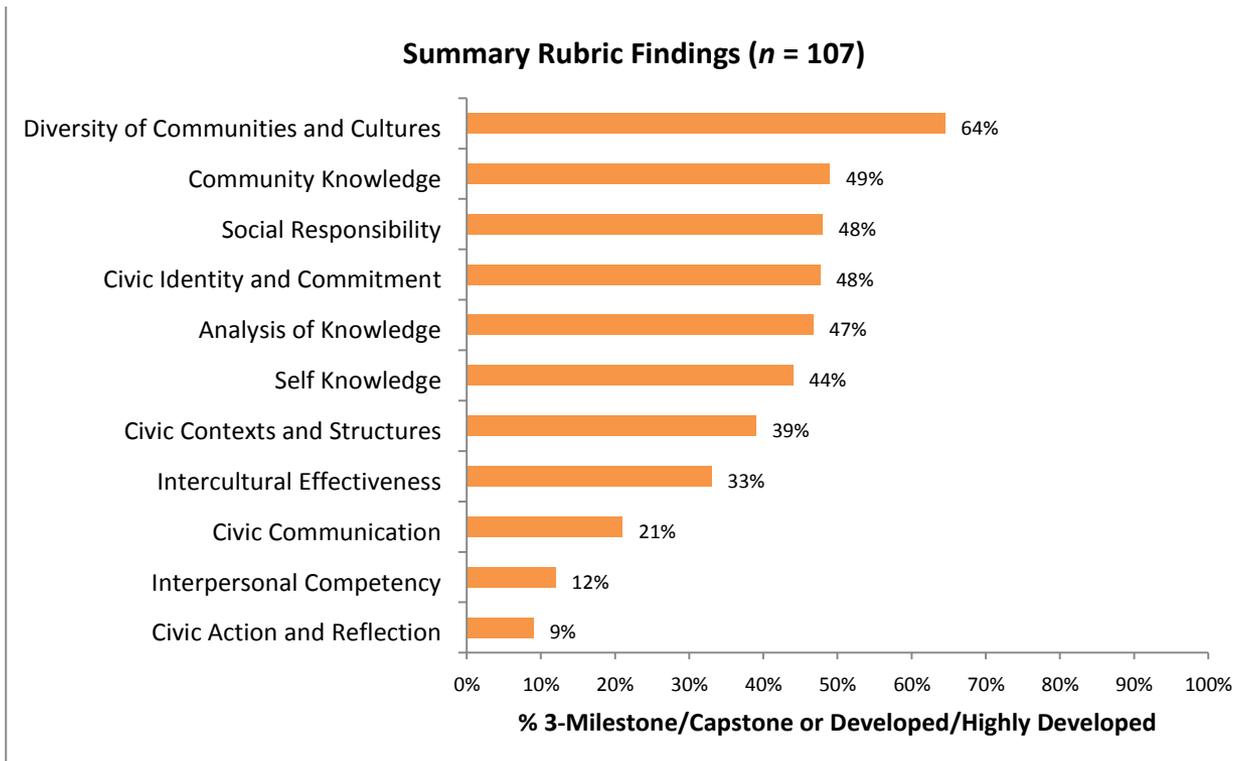


Figure 2. Proportion of students scoring at high levels of achievement (i.e., 3-Milestone/Capstone or Developed/Highly Developed) on 11 dimensions of civic engagement or community-based education.



We examined 12 course syllabi for SR-courses offered in Fall 2012. We specifically examined three components of the syllabi: (1) course description, (2) course learning objectives or outcomes, and (3) how final grade is determined (i.e., how does SR-component contribute to final grade)

For the course descriptions, 9 out of 12 (or 75%) syllabi addressed the SR component. For example, the SR component was described as “an applied, community-based component”, “ethical implications of communitybased projects”, “engaging in hands-on [course name] work”, and “we will go beyond analysis to actively imagine new relationships and move towards enacting them.”

The majority of syllabi (9 out of 12, or 75%) also included one or two learning outcomes pertaining to Social Responsibility. One class included four learning outcomes related to Social Responsibility. For example, learning outcomes were articulated as follows:

- Engage in the effective science and practice of [course name]
- Students will explore the dynamics of social networks, trajectories and incorporation in order to conduct research in immigrant communities
- To apply the tools and theories learned in the class to society
- To understand ethical implications of community-based projects in [discipline] communities
- To develop skills in praxis-oriented engagement (theory and practice) with [course name] communities in the Los Angeles region, vis-à-vis community project
- To be able to work and learn in both individual and group contexts, both on campus amongst students and off campus amongst diverse communities
- To create an awareness of cross-cultural issues in [course name], and critical social justice issues facing [course name]

With respect to course grading, the SR-component contribution ranged from 15% to 50% of each student’s final grade in the 12 course syllabi reviewed. However, in some courses, the SR-component was integrated into multiple assignments or activities and may have constituted greater than 50% of the final grade (e.g., reading responses and community project). Overall, SR-related course activities included internships, teaching, community projects (e.g., direct organizing, documentaries, film festival), short analytical or reflection papers, and reading responses.

See Appendix K for course syllabi.

b. Non-Credit Options

We reviewed 72 SR Verification Forms (i.e., non-credit option forms) submitted to the Registrar’s Office during the 2011-12 academic year and Fall 2012. In the catalog, students are asked to write a 3-5 page report summarizing their activities and evaluating their experiences; however, the form only asks students to answer the following: (1) Brief description of the organization, committee, or group, and (2) Brief description of student’s responsibilities. The 3-5 page report, if submitted, are included as attachments.



We reviewed all written work submitted via the SR Verification Form, and the average word count was 87 words, ranging from 4 to 840. Common themes only emerged from the question prompts, i.e., description of organization and student's responsibilities. Only one student provided observations and reflections on the community experience, and none of the students described what he or she gained from the experience and how it impacted their civic identity or commitment.

See Appendix L for sample of completed SR Verification Forms.

c. Additional Data

We conducted two surveys to gather faculty and student self-reports on the SR educational objective. However, we obtained a very limited response rate (40% of faculty and 5% of students participating in SR-courses in Fall 2012); see Appendix M for summary of analyses.

Among faculty, 83% developed SR-courses in order to provide students with an opportunity to link classroom knowledge to real-world applications within their field of interest. Course learning outcomes and activities were framed based upon faculty expertise and needs articulated by community partners. In terms of the impact of SRcourses, 100% of faculty reported that his or her course had a positive impact (either "somewhat" or "a lot") on the following outcomes: examining the ethical implications of knowledge, impact of actions on society, interactive learning impact on student beliefs, and importance of community-based knowledge.

For the limited number of students who replied to the survey, 71% indicated the course was taken to meet the Social Responsibility course requirement, with 71% also reporting the course was taken to have an opportunity to link classroom knowledge to the real-world. Similar to faculty, 100% of students reported that the course had a positive impact (either "somewhat" or "a lot") on the following outcomes: examining ethical implications of knowledge, impact of actions on society, interactive learning impact on student beliefs, importance of communitybased knowledge, and demonstrating ability to communicate with diverse communities/cultures.

Discussion

We examined multiple forms of data to understand the extent to which Social Responsibility is being achieved at Pitzer College. Using two rubrics concerning civic engagement and community-based education, we reviewed evidence from 107 students enrolled in 11 SR-designated courses during Fall 2012. Based upon ten of the eleven dimensions defined by the rubrics, less than half of students enrolled in SR-designated courses demonstrated high levels of achievement (i.e., Developed/Highly Developed or Milestone/Capstone). On the dimension of "Diversity of Communities and Cultures", 64% of students demonstrated high levels of achievement. Given these preliminary findings, the Pitzer community should collectively determine which dimensions of civic engagement or communitybased education are relevant to the curriculum and should thus be emphasized in students'



coursework. Specifically, a set of coherent learning outcomes should be identified and applied to SR-designated courses. Since the rubrics were implemented to student work *post-hoc*, faculty members may not have highlighted the importance of these dimensions of civic engagement or community-based education. Thus, by identifying *a priori* common learning outcomes for SR-designated courses, the full course cycle can be implemented such that evidence of student learning can be more authentically assessed (i.e., determine learning outcomes and acceptable levels of evidence, design and implement course assignments and activities, and conduct assessment), as is the case in First Year Seminars which fulfill the college-wide writing requirement. Following are the common learning objectives for the First Year Seminars:

1. Establish an arguable thesis and organize an essay in a coherent and logical way.
2. Read actively with an awareness of the ambiguity and complexity found within texts.
3. Critically analyze, evaluate, and interpret evidence, statements, graphics, and other information found within scholarly sources.
4. Recognize and contend with other points of view; anticipate objections to a well-reasoned argument.
5. Practice writing as a process that involves drafting, getting feedback from readers, and revising.
6. Communicate confidently, credibly, and articulately during a public presentation.

Furthermore, by defining relevant SR learning outcomes, the Pitzer community should identify appropriate levels of achievement for those outcomes. That is, what level of achievement should students reach upon completion of SR-designated courses – initial, emergent, developed, or highly developed? If students admitted to Pitzer have already identified an initial or emergent level of social responsibility (as evidenced by community activities completed during high school), what value-added component might Pitzer course and activities offer to Pitzer graduates? Do SR-designated courses provide the requisite analytical skills for students to engage and reflect critically upon their community experiences during college and after graduation? And, how might students demonstrate their learning via written or oral assignments? Such questions should be considered thoughtfully by the Pitzer community first by determining relevant learning outcomes for all SR-designated courses, and second, by determining forms of evidence required to demonstrate “high” levels of achievement.

The qualitative findings from the students’ coursework were also instrumental in our understanding of SR-designated courses at the college. Some students were able to articulate strong commitments to social responsibility, while also acknowledging their privilege as educated college students and describing their ongoing commitments to social change. As such, many students did demonstrate developed or highly developed levels of achievement. Yet, the majority of students’ work did not specifically address the rubric dimensions (see Results, iv. Sample Quotes). For example, a large proportion of students did not provide any evidence (i.e., Not Observed) for the dimensions of Civic Communication (59%), Interpersonal Competency (88%), or Intercultural Effectiveness (30%). This was likely due to the fact that course assignments were not designed to address these rubric dimensions, or that these dimensions were difficult to assess via written assignments. These findings further suggest the need to distill a common understanding of social responsibility at the college and to design learning outcomes and course activities accordingly.



Evidence provided by course syllabi and surveys provide a different lens to examine SR-designated courses. Overall, the majority of course syllabi articulated 1-2 learning outcomes related to social responsibility and course activities were designed accordingly (e.g., community projects, analytical papers). In addition, faculty and student self-reports were generally positive about the impacts of SR-designated courses upon student learning, such as examining ethical implications of knowledge, impact of actions on society, interactive learning impact on student beliefs, and importance of community-based knowledge. However, in comparing these syllabi and self-reports to the rubric findings, there appears to be a mismatch between learning outcomes and evidence. That is, syllabi, faculty, and students all seem to indicate a curricular framework and positive impacts related to social responsibility, but the course-based evidence was mixed in terms of specific dimensions of learning (e.g., Civic Identity and Commitment and Self Knowledge) and levels of achievement (i.e., initial, emerging, developed, or highly developed). In other words, students were learning about social responsibility, but the quality of their learning and their expected levels of achievement were not consistent with faculty and student self-reports.

In examining the SR non-credit options, there was wide variability of student experiences and written evidence. If Pitzer is to continue allowing non-credit options, the SR Verification Form should be redesigned to ask more focused questions in order to provide evidence of student learning. Such opportunities should be considered equally as rigorous as the credit options, and the learning experiences should thus be monitored according to the same core learning outcomes and assessment processes of SR-designated courses.

Limitations

Several limitations should be acknowledged as part of this assessment report. First, as previously mentioned, the rubrics were implemented *post hoc*, and thus not incorporated into SR-designated courses from the outset. Thus, the rubric dimensions may not have corresponded to the learning outcomes and activities for each SR-designated course. Second, external readers from the Office of Academic Assessment reviewed students' work, and any future assessment should directly involve faculty who teach SR-designated courses. Third, only coursework from EA 131 and PSYC 105 were reviewed by two readers, and the remaining courses were reviewed by single readers (after initial rubric calibration). Future assessment should thus involve faculty as well as assessment staff to collaboratively review student work.

Next Steps and Recommendations

This assessment of the Social Responsibility educational objective provides the Pitzer community with several directions for next steps. Rubric findings suggest particular dimensions of civic engagement and community-based education are more relevant to the Pitzer SR experience, e.g., Diversity of Communities and Cultures and Analysis of Knowledge, as compared to other dimensions, e.g., Interpersonal Competency. Hence, findings from this report may help the Pitzer community distill the essence of Social Responsibility within the Pitzer context, and thus begin to more clearly conceptualize and operationalize Social Responsibility within the curriculum and co-curriculum.



Also, despite the aggregate findings of this assessment, several courses demonstrated higher degrees of achievement on the rubric dimensions (see Figure 3 for EA 86 exemplar). Faculty could work collaboratively (e.g., faculty learning community) with support from the Dean of Faculty and Community Engagement Center to determine best practices for implementing SR-designated courses and by developing learning outcomes, rubrics, type of assignments, and community-based activities. Also, courses that did not specifically address the rubric dimensions could re-examine the extent to which their courses could be adapted to demonstrate students' competency of Social Responsibility, or more carefully reflect upon the purpose of their course (i.e., should it focus more on Social Responsibility or the discipline? Is Social Responsibility at the core of the course, or at the periphery?). As part of these discussions, Pitzer faculty might also investigate how Social Responsibility could be implemented across academic disciplines, such as in the physical sciences and humanities, in order for these opportunities to be more broadly available to students across the college.

Furthermore, institutions across the United States have recently implemented Social Responsibility and Social Justice graduation requirements. Santa Clara University, for example, offers both credit and non-credit options for fulfilling this requirement, and efforts could be made to learn how this graduation requirement is defined, implemented, and assessed at their institution (see <http://www.scu.edu/provost/ugst/core/elsj/> and Appendix N for Santa Clara University resources).



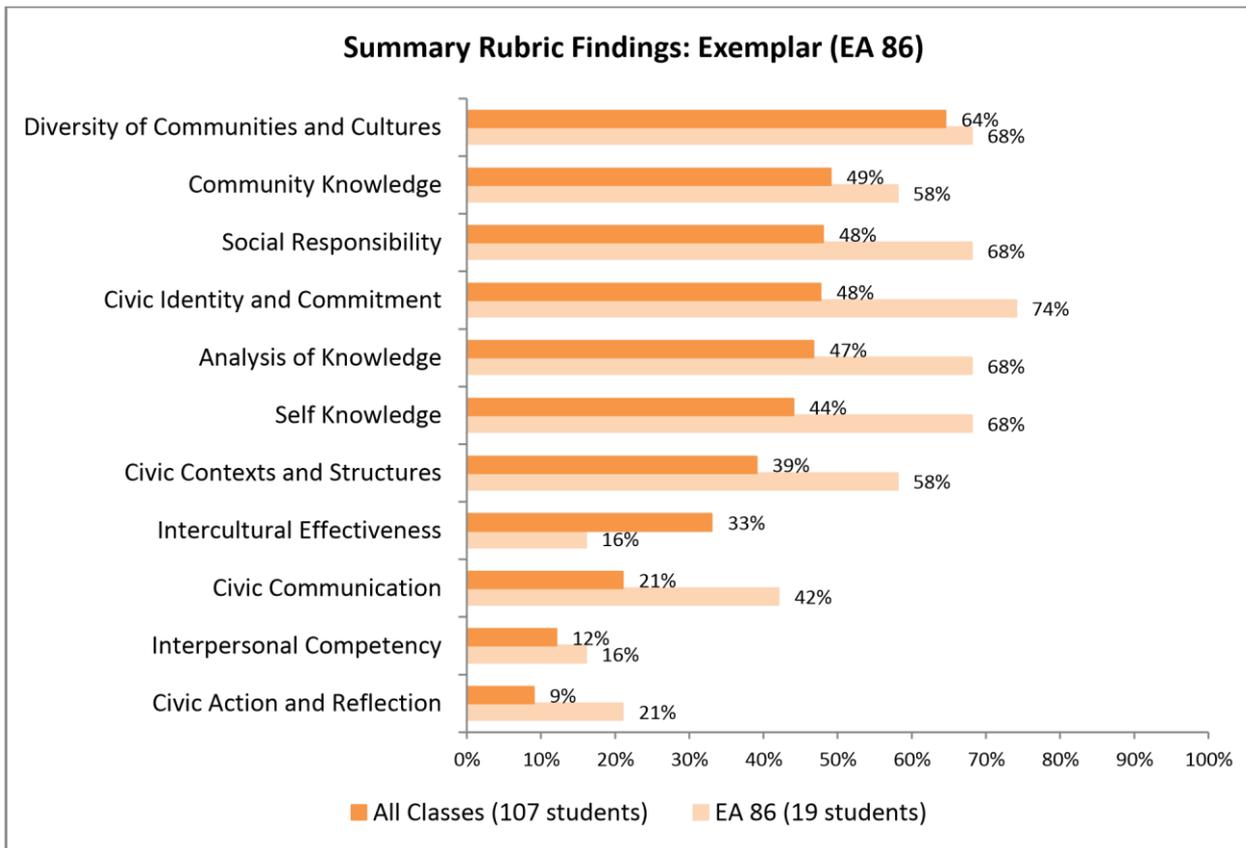


Figure 3. Proportion of students scoring at high levels of achievement in the aggregate (11 courses) vs. EA 86 course.

EDUCATIONAL OBJECTIVES OF PITZER COLLEGE (Effective 2010-11)

Pitzer College encourages students to pursue the following Educational Objectives during their undergraduate years and throughout their lives.



Breadth of Knowledge: The human experience is the center of a Pitzer education. By broadly exploring the humanities and fine arts, the natural sciences and mathematics, and the social and behavioral sciences, students develop an understanding of the nature of human experience—its complexity, its diversity of expression, its continuities and discontinuities over space and time, and those conditions which limit and liberate it.

Understanding in Depth: By studying a particular subject in depth, students develop the ability to make informed, independent judgments.

Critical Thinking, Quantitative Reasoning, and Effective Expression: By comparing and evaluating the ideas of others and by participating in various styles of research, students develop their capacities for critical judgment. By exploring mathematics, statistics, quantitative/survey research methods, and formal logic, students acquire the ability to reason quantitatively. By writing and communicating orally, students acquire the ability to express their ideas effectively and to persuade others.

Interdisciplinary Perspective: By integrating the perspectives of several disciplines, students gain an understanding of the powers and limits of each field and of the kind of contribution each can make. Students learn how to understand phenomena as a complex whole.

Intercultural Understanding: By learning about their own culture and placing it in comparative perspective, students appreciate their own and other cultures and recognize how their own thoughts and actions are influenced by their culture in history.

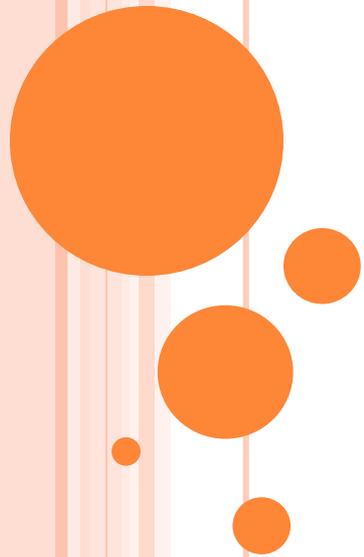
Concern with Social Responsibility and the Ethical Implications of Knowledge and Action: By understanding social responsibility and by examining the ethical implications of knowledge, students learn to evaluate the effects of actions and social policies, and to take responsibility for making the world we live in a better place.

PITZER COLLEGE



Community Engagement Center

Presentation to Academic Affairs
Monday, December 17, 2012



The background consists of three vertical stripes of different colors: purple on the left, yellow in the middle, and pink on the right. Overlaid on these stripes are several stylized, raised hands in various colors (yellow, orange, cyan, pink, red) reaching upwards, symbolizing community and engagement.

The Community Engagement Center

Facilitates applied work through participation, action, research and community based learning.

- Community-Based Education/Research**
- Faculty Support**
- Support for SR Course Requirements**
- Conferences/ Events**
- Funding/ Awards**
- Volunteer**
- Work-study**

Historical context:

From early in its history, Pitzer College has been associated with the promotion of progressive social change. What this initially meant for the curriculum was left to individual faculty. It was in the late 1980s that the commitment to social responsibility was formalized into an educational objective:

By undertaking social responsibility and by examining the ethical implications of the issues they explore, students learn to evaluate the effects of individual actions and social policies and to take responsibility for making the world we live in a better place.

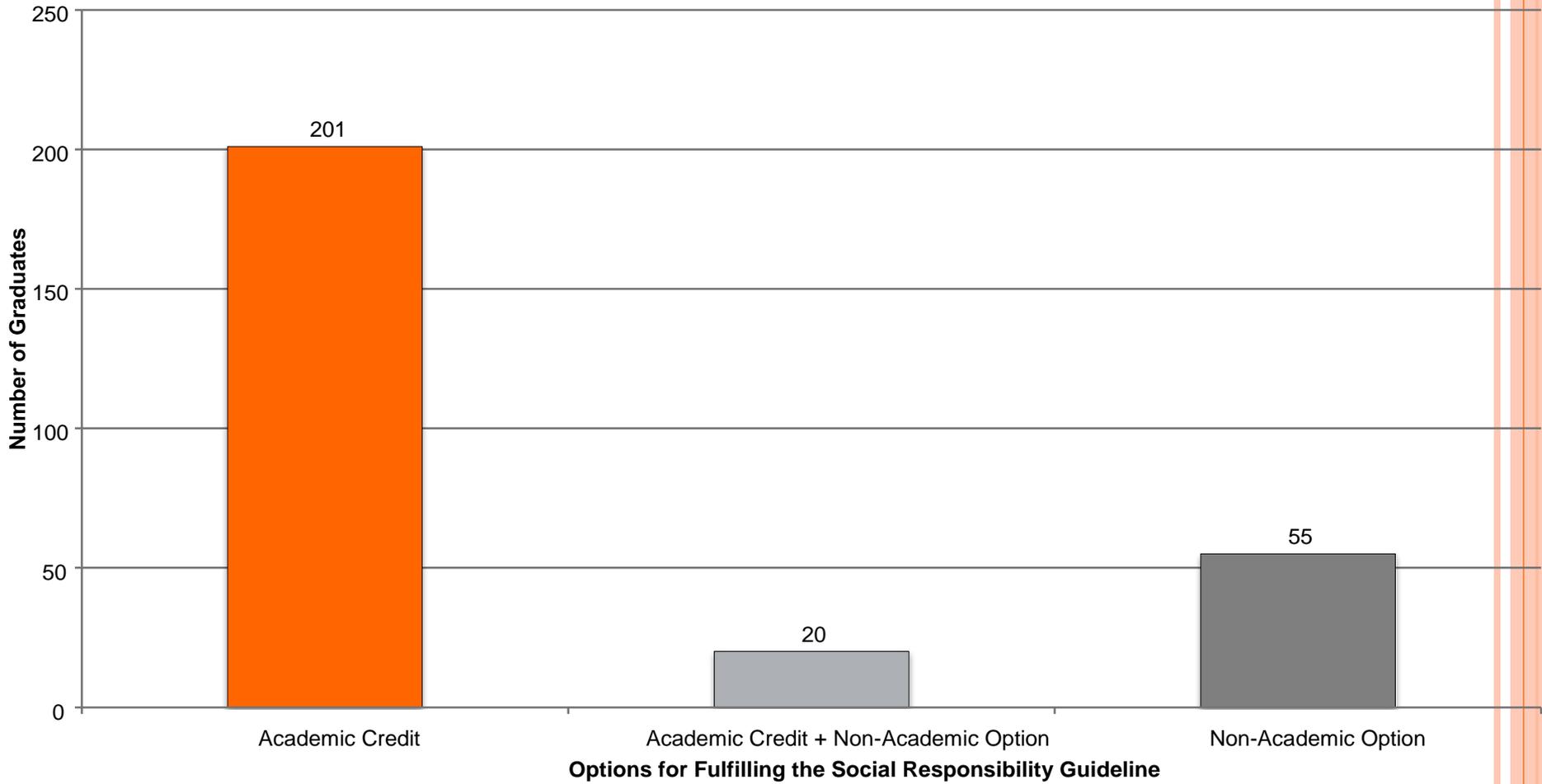
As a means of better implementing this objective, a specific guideline was introduced in 1995 for students to undertake semester-long participation in a service project. During the Fall Semester of 1997 the Social Responsibility Task Force met to review current practice with respect to the social responsibility objective and to propose ways of strengthening this aspect of our educational program. This Taskforce's 1998 Report recommended founding



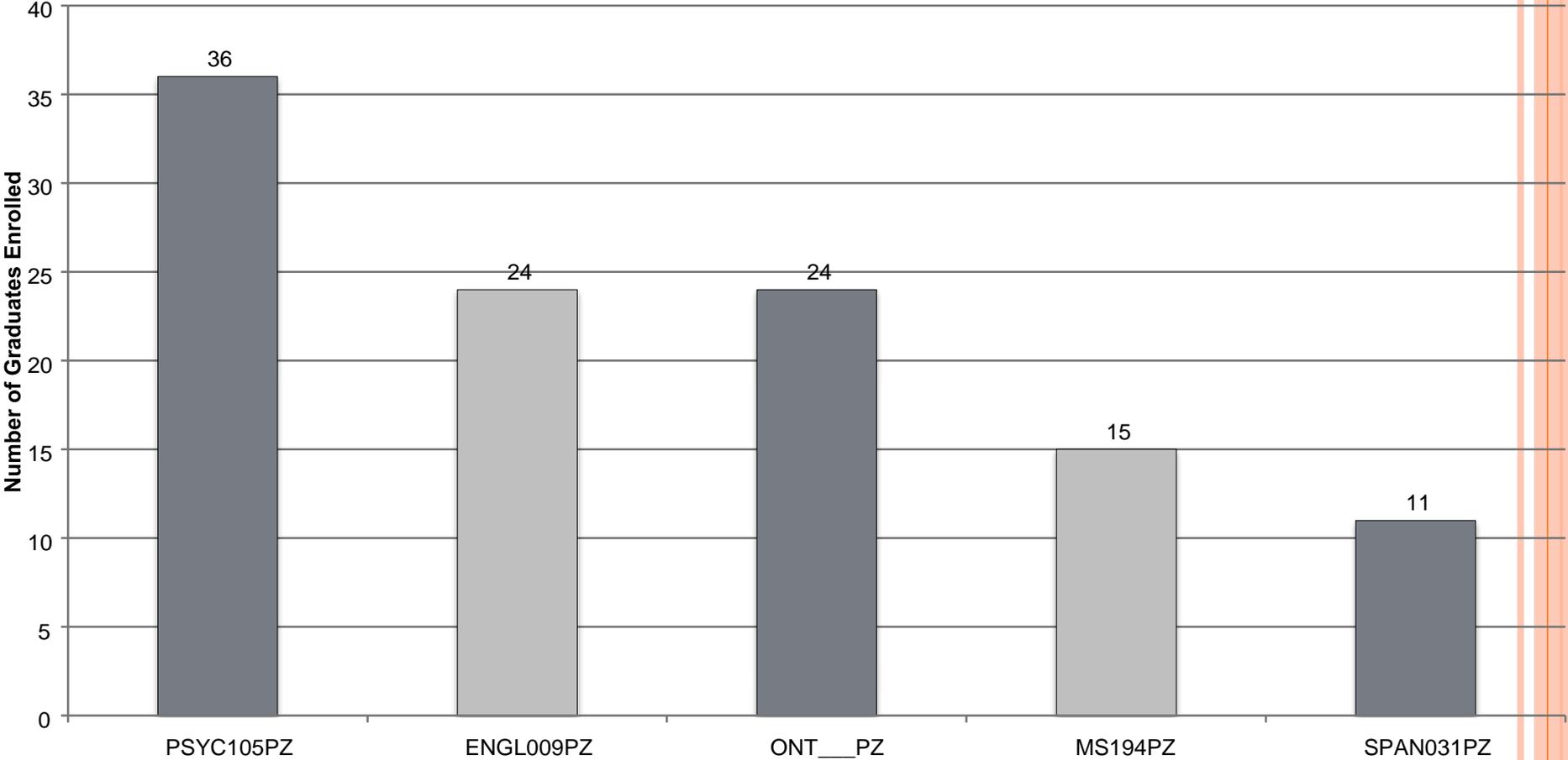
what became the Community Engagement Center (initially named the Center for California Cultural and Social Issues).



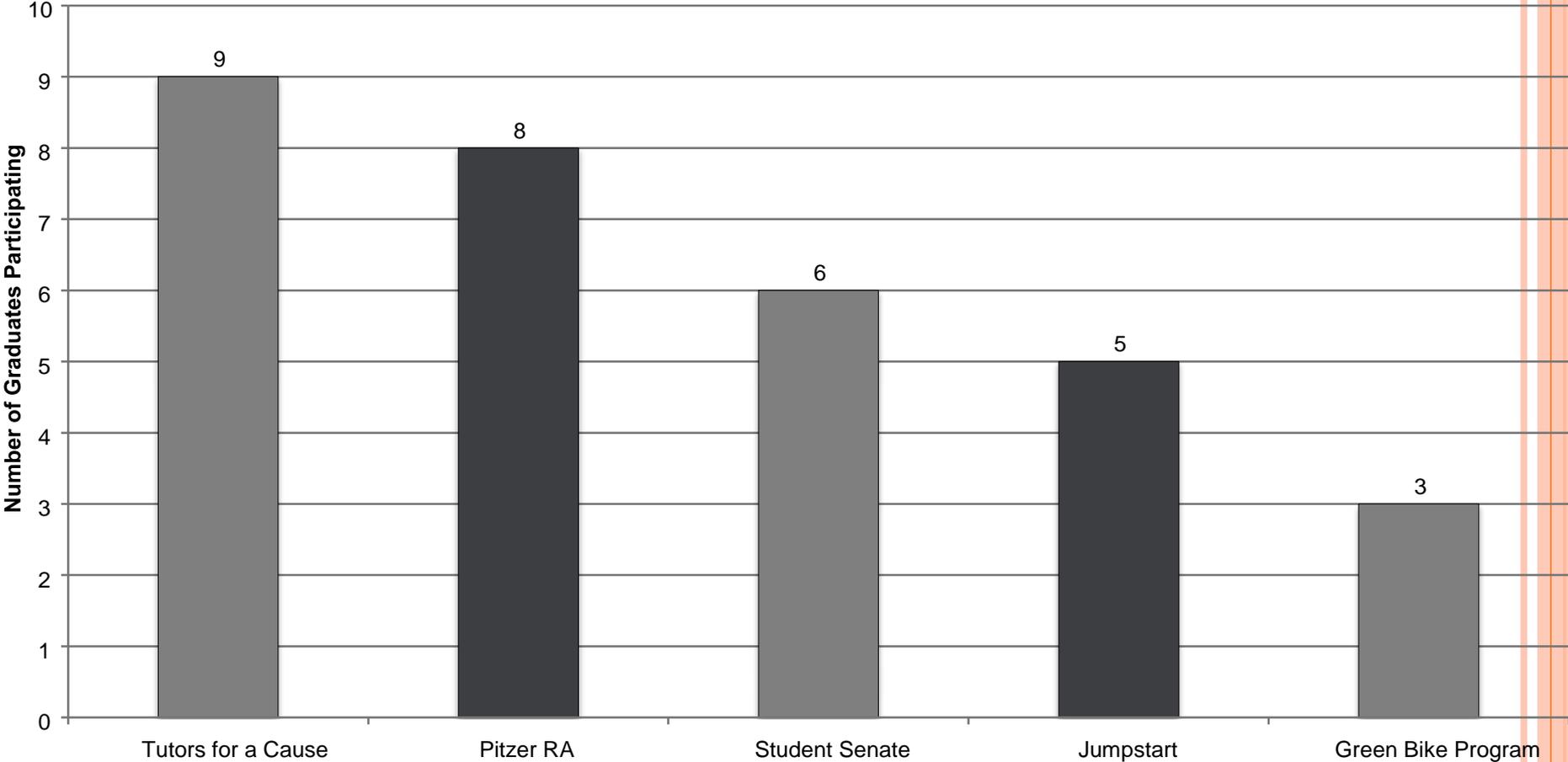
Fulfilling the Social Responsibility Guideline: 2011



Most Popular Academic Credit Social Responsibility Options 2011

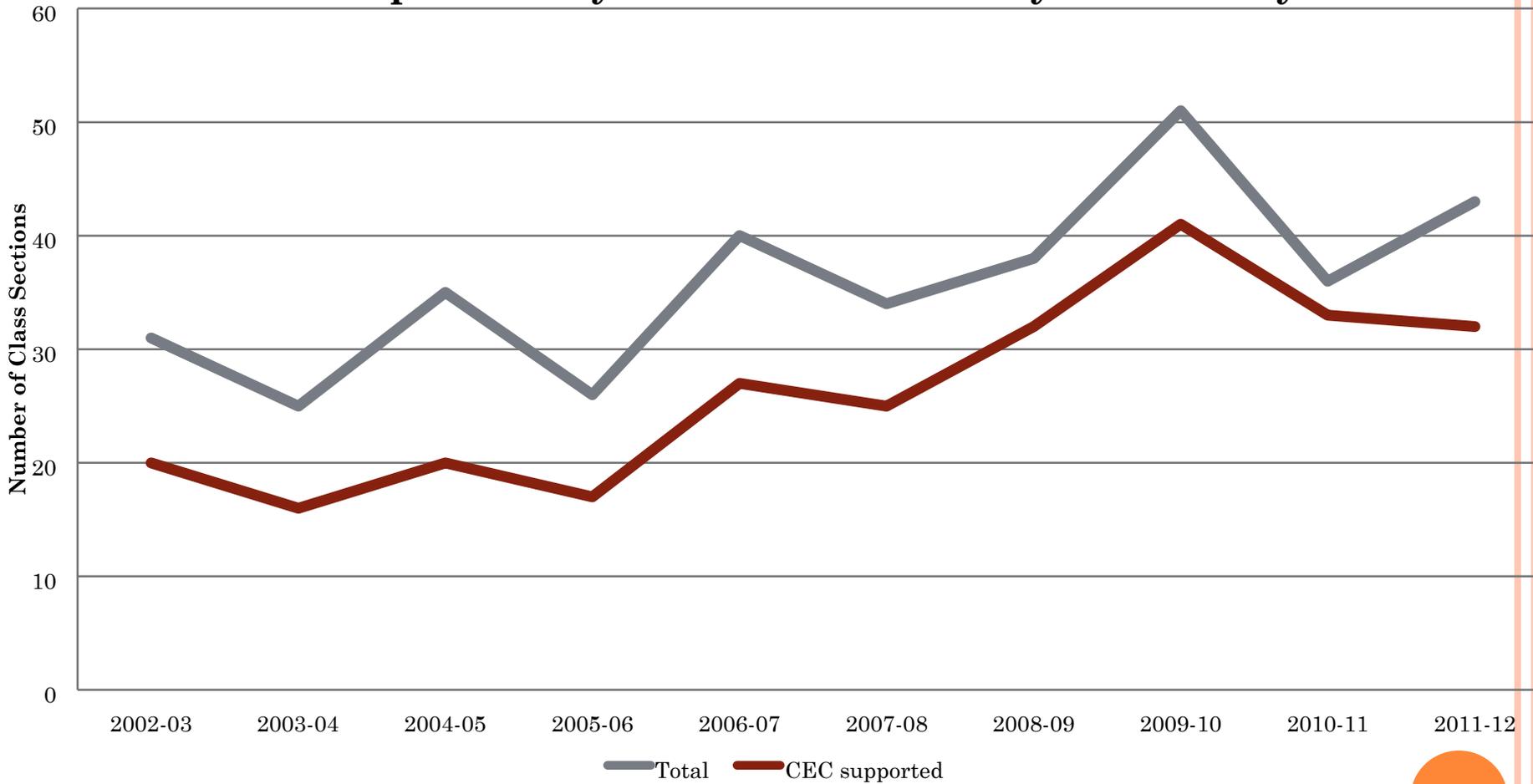


Most Popular Academic Social Responsibility Options 2011

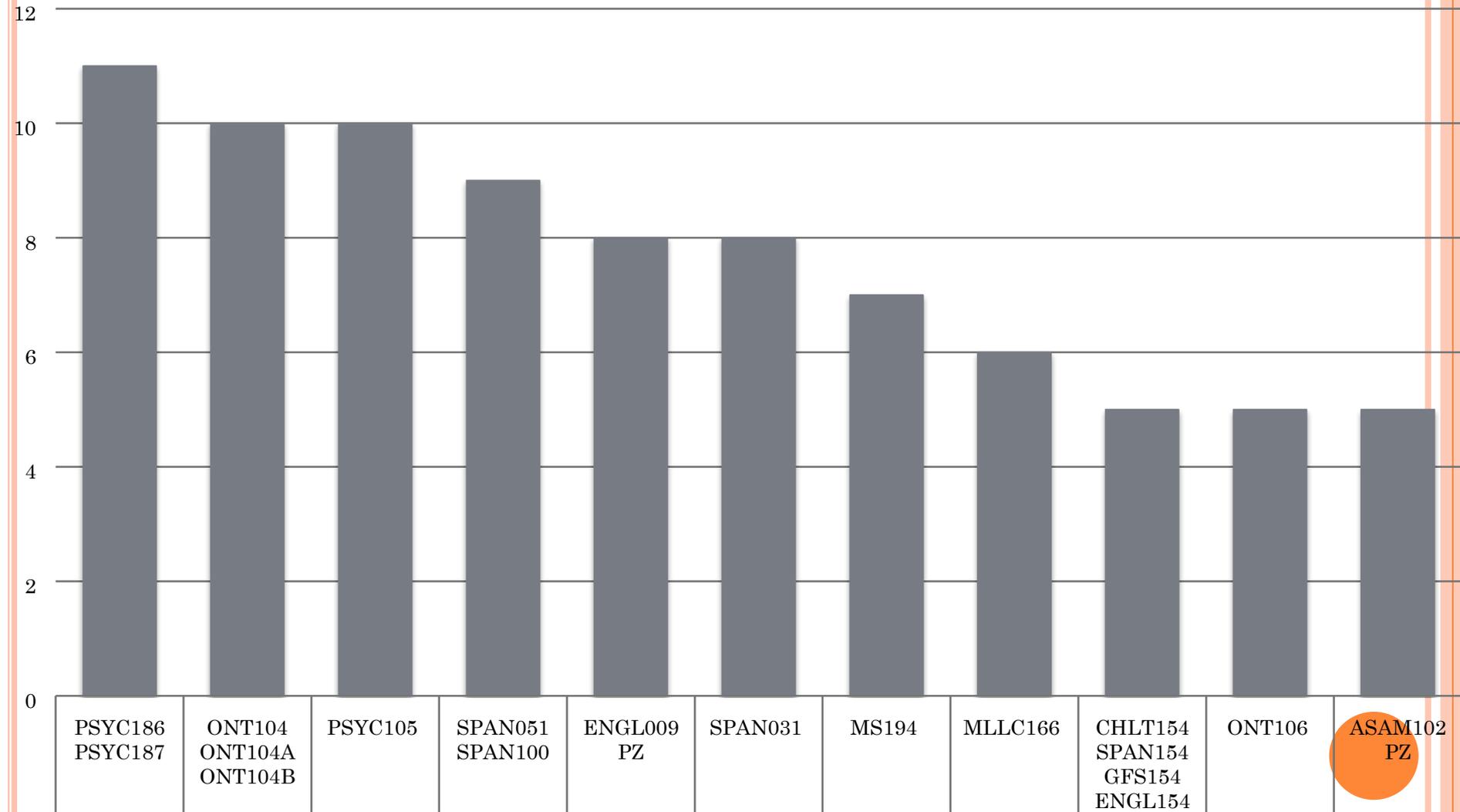


Big Picture

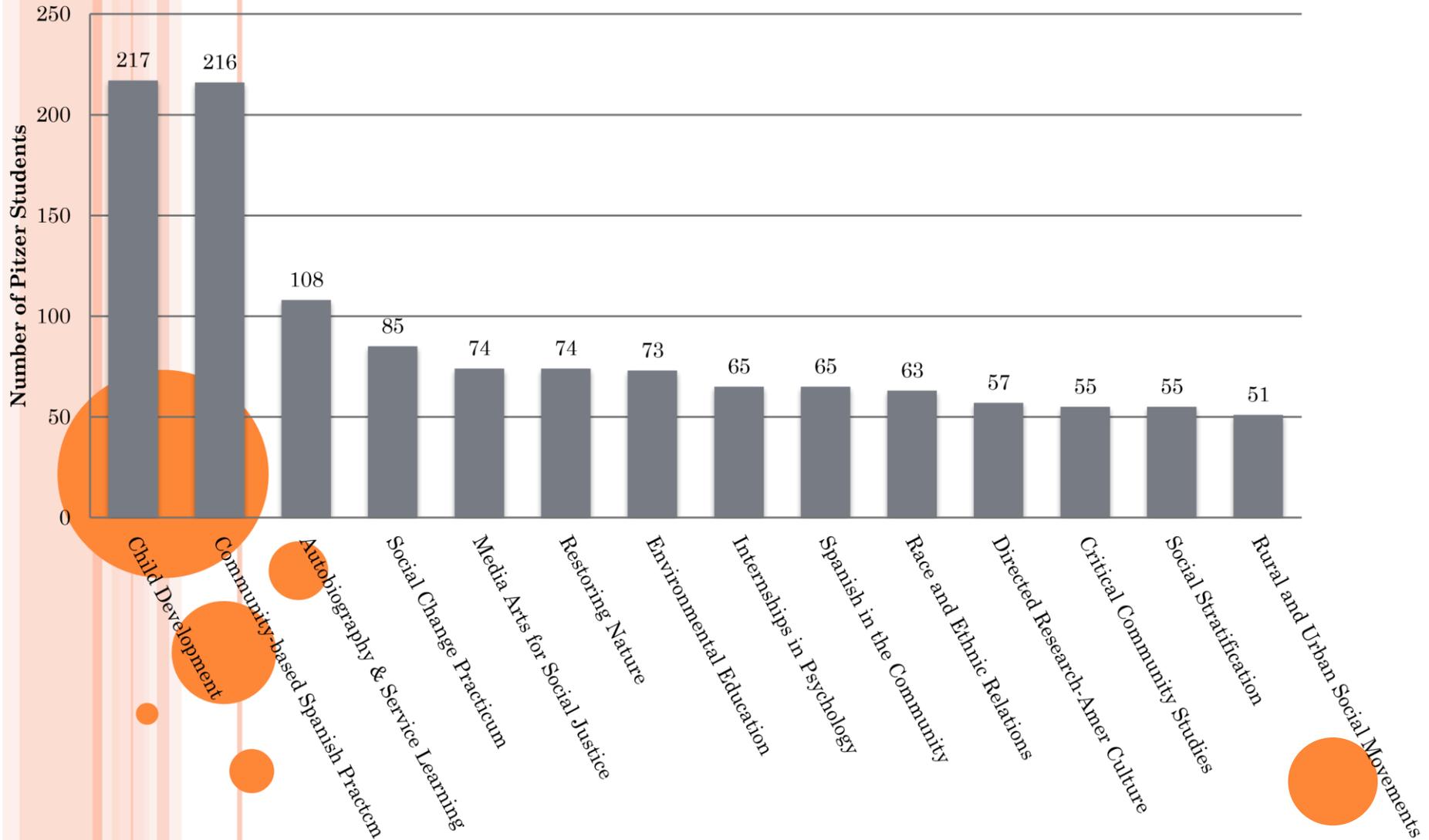
Social Responsibility Classes over time by academic year



Most Frequently Offered Social Responsibility Courses 2007-08 through 2011-12



Pitzer Student Enrollments in top 10 SRP Courses 2007-08 through 2011-12



EVALUATION AND ASSESSMENT

- **Outtake Surveys**
- Distributed to all students in Social Responsibility courses at the end of semester
 - Rate of return depends on faculty buy-in and distribution strategy (i.e. hard copies in class or thru survey monkey)
 - Students asked how course impacted knowledge, skills, attitudes and growth; **preliminary findings across the last five years show that students consistently report that their community engagement experiences have positively contributed to their academic growth overall and students expressed satisfaction across multiple dimensions.**
- Distributed to as many non-course volunteers as possible

- Rate of return is lower and depends on if volunteers are at a CEC core sites or not

SAMPLE FINDINGS: IN THE RESULTS OF THE SPRING 2010 INTERNSHIP OUTTAKE SURVEY, STUDENTS REPORTED THE FOLLOWING IMPACTS AS A RESULT OF THEIR SERVICE LEARNING CLASS AND COMMUNITY-BASED INTERNSHIP:



□ **Community engagement enhances student learning. Slightly more than 80% of respondents indicated that their internship experience enhanced their classroom learning.**

□ **Community-based education enhances students' skills in such areas as putting theory into practice, understanding ethical issues, and recognizing community needs and assets. Students reported growth along each of the six learning objectives included in the survey.**

□ **Community engagement increases students' confidence in their ability to contribute to meaningful change. Upon completion of their service learning class and/or internship, 83% of students reported growth in both their ability to apply theories to real-life community issues and their ability to put social responsibility into action.**

□ **Students make the greatest gains in learning when coursework is combined with community engagement. Overwhelmingly, students attributed their development in critical areas of learning to both their internship and service-learning class.**

Learning Objective	Initial	Emerging		Developed
	Highly Developed 1 4	2	3	3
Social Responsibility	Lacks an awareness of systematic and historical roots of the conditions affecting local communities; does not integrate any theories or address social justice issues.	Displays basic awareness of historical roots of local communities but does not delve into an active, personal commitment to facilitate community engagement.	Is aware of systematic and historical roots. Lacks depth and scope in conceptualizing social justice issues. Theories are mentioned but does not compare/contrast or connect them. Begins to feel responsible to community issues.	Conceptualizes social justice issues (i.e., environmental, economic, educational, etc) and integrates different perspectives. Integrates and applies community lessons to understand theory and vs. versa. Feels heightened sense of personal responsibility to community issues.
Intercultural Effectiveness	Does not appreciate or empathize with different cultures, ways of being, or viewpoints. Lacks direct contact with community.	Appreciates different cultures & recognizes the value of crossing cultural boundaries. However, still lacks the ability to effectively interact and connect with other cultures/ community members	Can successfully cross cultural boundaries, has empathy and appreciation for other cultures. Has established a working relationship with some community members Is unable to generate effective strategies to address social issues	Appreciates different cultures, can cross cultural boundaries. Has close connections with community members. Creates effective strategies and also engages diverse, perspectives to examine social issues in the theoretical and practical
Self-Knowledge	Cannot evaluate one's experiences in the field. Only reiterates observations in narrative form but does not reflect on them	Is aware of one's own skills/abilities. However, does not display knowledge of one's personal biases, assumptions, or perceptions which can lead to incorrect evaluations of other cultures	Can reflect on one's experiences with depth and also critique one's interactions with others. Shares personal thoughts & beliefs about own experiences, is aware of one's personal biases or privileges.	Awareness of one's skills & can evaluate one's experience. Demonstrates an awareness of own perceptions, biases, assumptions; issues of power, privilege, positionality. Exhibits development in sense of self, capacity, and moral reasoning



<p>Community Knowledge</p>	<p>Does not see knowledge as a phenomenon that is socially constructed. Is aware of community needs but does not recognize, affirm, or value the assets and strengths of communities. Places more emphasis on the deficiencies of the community than its strengths</p>	<p>Recognizes, values, & affirms the assets of communities. Also, understands knowledge as socially and collectively constructed and owned- an outcome of interaction. Has not attempted to address community needs</p>	<p>Recognizes community strengths & is aware of social construction of knowledge. Tries to address community needs based on observation & empirical articles, without allowing its members to help determine own needs</p>	<p>Is aware of community strengths & the social construction of knowledge. Has the ability to assess and critically examine community needs as determined collectively by community members. Possesses leadership/ teamwork skills within the community</p>
<p>Interpersonal Competency</p>	<p>Lacks professional and ethical practices in classroom and community settings; is rude, disrespectful. AND/OR lacks the skills to effectively interact and present themselves to the community</p>	<p>Possesses some professional & ethical practices. Still displays some inappropriate behavior towards community members AND/OR lacks the skills to effectively interact and present themselves to the community.</p>	<p>Demonstrates solid ethical & professional behavior. Can present themselves to the community effectively. Implements a new or existing approach but does not expend much creativity. Implements what is already in place. Does not input own ideas or does so minimally.</p>	<p>Demonstrates the highest standards of professional and ethical conduct in community. Shows innovation (creativity in designing, constructing, and developing curriculum/programs and teaching practices). Also, demonstrates the ability to apply learning to unscripted life experiences (problem solving)</p>

Direct Assessment: CEC Rubric for Assessing Student Learning in Community-Based Education

DIRECT ASSESSMENT OF LOCAL-GLOBAL PAIRED COURSE: SUMMARY OF FINDINGS

The students overall demonstrated growth in all categories: out of a possible four points (from “1” representing only “initial” achievement of the learning outcome and “4” representing “highly developed” achievement) in the category of “self-knowledge” students moved from an average score of 2.64 in the Spring evaluation to an average score of 3.21 after the summer course; in the category of “intercultural understanding” they moved from an average score of 2.30 to 2.64; and in the category of “local-global connections”, students demonstrated the greatest growth as they moved from an average score of 1.5 to 3.21. **The findings reveal that important learning occurred for all students in the outcomes related to all three assessed areas of self-knowledge, intercultural understanding and local-global connections,** and is thus reflective of the self-reported learning students noted in their own course evaluations and internship outcome surveys. The assessment also found **that the summer component of the local-global paired course does in fact produce significant growth and proved to be an additive learning experience not simply for students’ understanding of the link between**



the local and global, but in all categories of the two courses' learning objectives.

WHAT STUDENTS ARE SAYING:

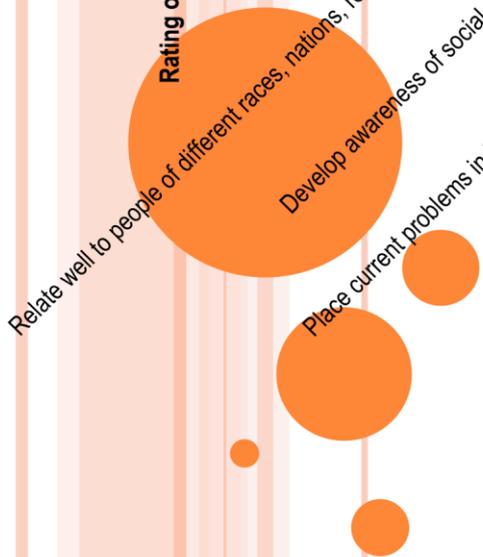
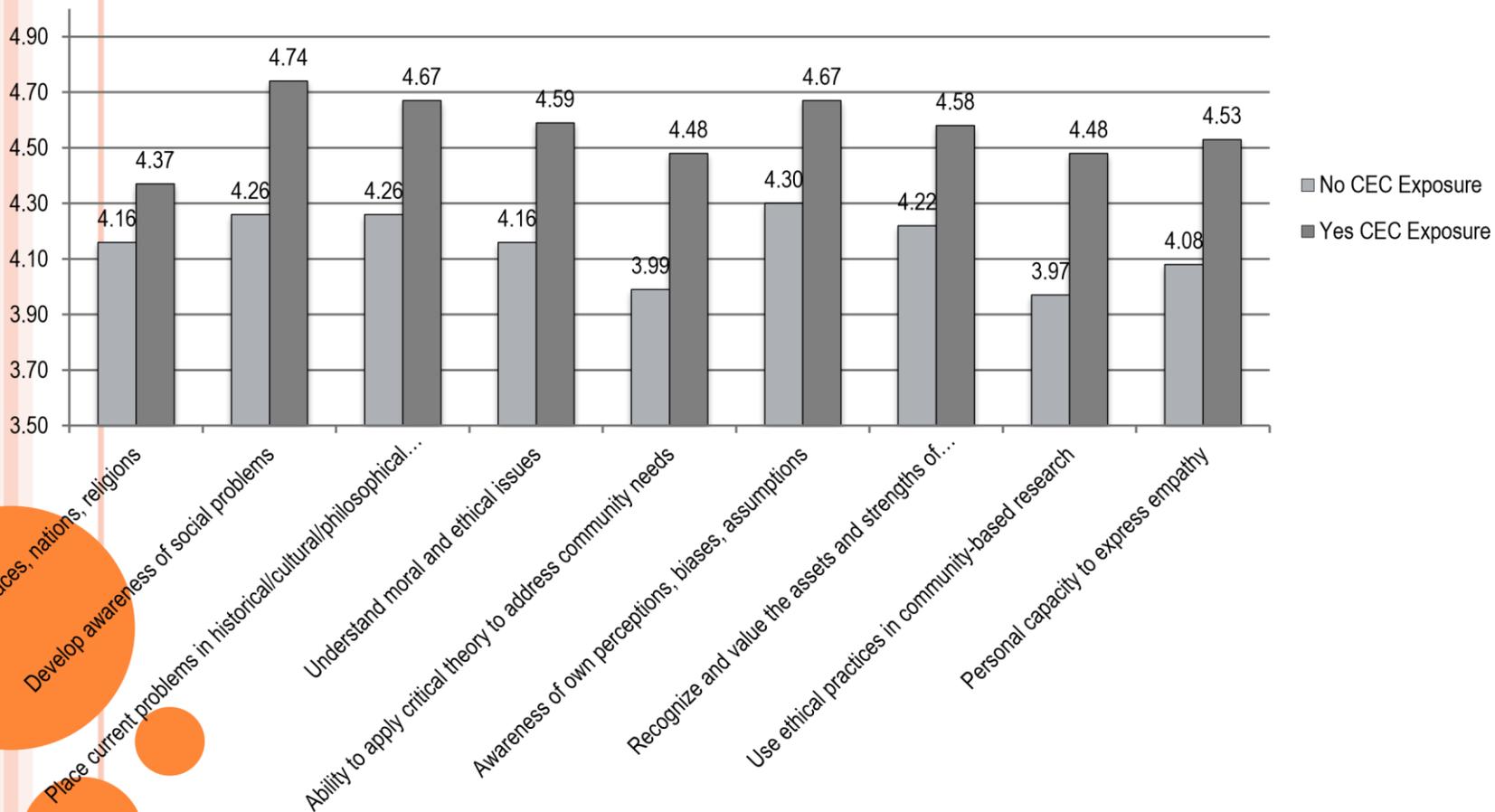
- “My participation really has allowed me to engage in, rather than theorize... Understanding inequality in its most raw and tangible forms, and beginning to grapple with solutions.”
- “I learned some tangible methods of achieving social change and experienced their effectiveness first hand.”
- “As I think about graduating in four months, I cannot imagine doing something that does not involve the community.”
- “Working at (X) has shaped who I have become over the past four years at Pitzer. It helped me develop my major, write my senior thesis, and influenced what I will do post-graduation.”

- “This program helped put into perspective the various stages of activism and research that are necessary to make change.”



Senior Survey 2012: Pitzer Education SR & IIE Enhanced Areas (CEC Exposure)

Rating of How Well Pitzer Education Enhanced Knowledge
(1=Not at all; 5=Greatly)



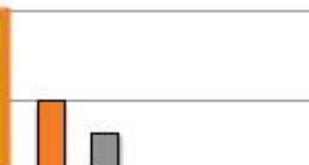


National Survey of Student Engagement (NSSE) 2012: Student Attitudes

75.0

70.0

Yellow: For Seniors, Enriching Educational Experiences, which includes community service projects, Study Abroad, and thesis participation, shows the most positive difference from other schools. First-Year Students believe Student-Faculty Interactions are the area in need of most attention. This includes advising and interactions with faculty outside of the classroom, including research opportunities. This highlights the importance of looking into student-faculty interaction, especially with first- and second-year students. Student satisfaction will continue to be monitored as an important indicator.



NATIONAL SURVEYS AND DISTINCTIONS

- President's Higher Education Community Service Honor Roll
- Carnegie Classification for Community Outreach and Education
- Washington Monthly College Rankings
- Ranking for student community service participation (#2)
- Ranking for faculty/staff support for community service (#7)
- NSSE
- Foundational grant funding awards:
 - Clinton Global Initiative: Outstanding Commitment Award
 - Bonner Foundation/ Princeton
 - Project Pericles Foundation
 - Bringing Theory to Practice Foundation
 - Weingart Foundation
 - California Campus Compact
 - CA Council for the Humanities
 - Glikbarg Foundation
 - Rose Hills Foundation



- Americorps: Jumpstart

IMPACT IN THE COMMUNITY:

An evaluation study on the impact on the incarcerated youth in our student-led poetry programming (Borrowed Voices) at the juvenile detention facility, Camp AP found that:

- 92% of wards at Camp AP say they like the program;
- 89% feel that the program gave them a tool for exercising their voice and valuing their stories
- 89% felt that through this program non-incarcerated people can learn about them and their experience.
- Narrative responses to the question of how participating in program made them feel included: “Good”; “Important”; “Poetic”; “Proud”; “It made me feel like I’m somebody”; “That it don’t matter what color you are, people really do care how you feel and what’s going on.”



- In response to a question about what they learned in the program, feedback included: “I learned how to describe feelings through words;” “I learned how to write poems and express myself;” “It helped me learn new things about me. It inspired me to do better and move on with my life.”

CEC REFLECTIONS AND RECOMMENDATIONS

According to the tactical plan, the social responsibility learning requirement is being changed to a “social justice” learning requirement. What this means and what it will look like in practice has yet to be determined. In order to do so, members of this school must engage in a critical self-reflection regarding *how* we are doing this work in each field group and as a whole:

- Is the work being done through this learning requirement having the intended impact on students, community members, community organizations, faculty and the college itself in terms of intellectual, personal, and civic transformation?

- Have we even spelled out what those intended impacts include for different disciplines?
- How do we know that community engagement courses are teaching toward that?

These are questions our Center has begun to attempt to assess with the assistance of the offices of institutional research and assessment but more time, energy and campus-wide efforts are needed in this area.

- CEC should have a voice on the



committee that will make any determinations and proposals that address these questions and articulate how our social responsibility learning requirement might change in policy and practice

social justice-focused first year seminar, quarterly forums for topicspecific lectures or workshops for Social Justice scholars; at least one course that fulfills the Social Justice requirement and engages with a local community; an abroad learning experience that engages with a local community in another country; engaging in online tracking of learning and impact over time (through written work, surveys, and critical reflection in an E-portfolio), and a capstone with Social Justice /Community Engagement theme.

- Eliminate non-credit option for fulfilling the Social

CEC RECOMMENDATIONS CONTINUED

- Institute a new Social Justice scholars certificate that can complement any major or minor. This certificate would have certain requirements, such as a

Responsibility/Social Justice learning requirement.



- Institute a new Social Justice course continuum that categorizes courses that fulfill this requirement into a distinctive three course continuum:
 - Exposure/Tools (i.e., with critical race theory, public policy, grant writing, and cultural studies theory courses);
 - Engagement (basic service-learning courses); “community lab”
 - Praxis (larger or longer commitments in the community with long-term partnerships for structural change/ community-based research).
- For each Social Justice course category, create distinct criteria that classes would need to meet to garner the status of fulfilling this requirement (i.e., student learning outcomes, hours in the community, rules of engagement in communities, etc). Ensure oversight of courses through committee gatekeepers

DRAWING ON EXISTING ASSETS

- Create curricular mapping and sequencing for optimal community engagement learning. Incorporate intention sequencing of courses and experiences (locally and abroad) that engage the community and fulfill the social justice requirement so that students are creating and following a more intentional trajectory for intellectual, personal growth within this praxis. Also, link curricular and co-curricular pathways of engagement that currently exist and are not yet connected in intentional ways.
- Engage less involved constituents, such as STEM folks. Provide support and funding for STEM professors to create and teach regular course in their fieldgroups that fulfill the social responsibility/justice learning requirement so students don't



have to go outside of their major to fulfill this aim. The aim should be to weave civic professionalism goals and a praxis of social justice across and in each field-groups.

- Although the involvement of students of color matches with their population at Pitzer, this is a population on campus that we want to continually think about intentionally involving in community engagement and in ways that are particularly meaningful to this community.
- Institute improved language on community engagement scholarship and teaching in existing promotion and tenure review policy
- Partner with TLC to host a retreat for faculty and staff wherein community-based pedagogy and research is explored and new courses and curriculum are developed
- Create a faculty “participatory action research” arm of CEC that would provide trainings, funding and discussion groups/trainings on community-based research



This form is only needed if you are choosing the Non-Credit Option.

Social Responsibility (Non-Credit Option) Verification Form

Student Name: _____ Date: _____

Address/Box: _____ Contact Phone #: _____

Check one: Cell Home Work

Student ID Number: _____ Dates of Participation: Fall 20_____ Spring 20_____

When and for how long did you participate in this activity?: _____

Location of Service

Organization/ Committee/ Group _____

Supervisor/ Committee Chair _____ Phone: _____

Brief description of the organization, committee or group:

Brief description of student's responsibilities:

Supervisor Signature	Date	Student Signature	Date

Adviser's Approval

Student has satisfactorily completed this placement as a non-credit option for the Educational Objective of Social Responsibility and the Ethical Implications of Knowledge and Action.

Adviser Signature: _____ **Date:** _____

Student must return completed form to the Registrar's Office.

CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

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.

Framing Language

Preparing graduates for their public lives as citizens, members of communities, and professionals in society has historically been a responsibility of higher education. Yet the outcome of a civic-minded graduate is a complex concept. Civic learning outcomes are framed by personal identity and commitments, disciplinary frameworks and traditions, pre-professional norms and practice, and the mission and values of colleges and universities. This rubric is designed to make the civic learning outcomes more explicit. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. For students this could include community-based learning through service-learning classes, community-based research, or service within the community. Multiple types of work samples or collections of work may be utilized to assess this, such as:

- ⑩ The student creates and manages a service program that engages others (such as youth or members of a neighborhood) in learning about and taking action on an issue they care about. In the process, the student also teaches and models processes that engage others in deliberative democracy, in having a voice, participating in democratic processes, and taking specific actions to affect an issue.
- ⑩ The student researches, organizes, and carries out a deliberative democracy forum on a particular issue, one that includes multiple perspectives on that issue and how best to make positive change through various courses of public action. As a result, other students, faculty, and community members are engaged to take action on an issue.
- ⑩ The student works on and takes a leadership role in a complex campaign to bring about tangible changes in the public's awareness or education on a particular issue, or even a change in public policy. Through this process, the student demonstrates multiple types of civic action and skills.
- ⑩ The student integrates their academic work with community engagement, producing a tangible product (piece of legislation or policy, a business, building or civic infrastructure, water quality or scientific assessment, needs survey, research paper, service program, or organization) that has engaged community constituents and responded to community needs and assets through the process. In addition, the nature of this work lends itself to opening up the review process to include community constituents that may be a part of the work, such as teammates, colleagues, community/agency members, and those served or collaborating in the process.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- 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.
- 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.
- Communication skills: Listening, deliberation, negotiation, consensus building, and productive use of conflict.
- 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.
- Politics: A process by which a group of people, whose opinions or interests might be divergent, reach collective decisions that are generally regarded as binding on the group and enforced as common policy. Political life enables people to accomplish goals they could not realize as individuals. Politics necessarily arises whenever groups of people live together, since they must always reach collective decisions of one kind or another.

- Government: "The formal institutions of a society with the authority to make and implement binding decisions about such matters as the distribution of resources, allocation of benefits and burdens, and the management of conflicts." (Retrieved from the Center for Civic Engagement Web site, May 5, 2009.)
- Civic/community contexts: Organizations, movements, campaigns, a place or locus where people and/or living creatures inhabit, which may be defined by a locality (school, national park, non-profit organization, town, state, nation) or defined by shared identity (i.e., African-Americans, North Carolinians, Americans, the Republican or Democratic Party, refugees, etc.). In addition, contexts for civic engagement may be defined by a variety of approaches intended to benefit a person, group, or community, including community service or volunteer work, academic work.

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 3 2		Benchmark 1
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 <i>shows initiative in team leadership</i> 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 <i>team leadership</i> of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly <i>participated</i> in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has <i>experimented</i> with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.
Civic Contexts/Structures	Demonstrates ability and commitment to <i>collaboratively work across and within</i> community contexts and structures <i>to achieve a civic aim</i> .	Demonstrates ability and commitment to work actively <i>within</i> community contexts and structures <i>to achieve a civic aim</i> .	Demonstrates experience identifying intentional ways to <i>participate in</i> civic contexts and structures.	Experiments with civic contexts and structures, <i>tries out a few to see what fits</i> .

	Initial 1	Emerging 2	Developed 3	Highly Developed 4
Social Responsibility	Lacks an awareness of systematic and historical roots of the conditions affecting local communities; does not integrate any theories or address social justice issues.	Displays basic awareness of historical roots of local communities but does not delve into an active, personal commitment to facilitate community engagement.	Is aware of systematic and historical roots. Lacks depth and scope in conceptualizing social justice issues. Theories are mentioned but does not compare/ contrast or connect them. Begins to feel responsible to community issues.	Conceptualizes social justice issues (i.e., environmental, economic, educational, etc) and integrates different perspectives. Integrates and applies community lessons to understand theory and vs. versa. Feels heightened sense of personal responsibility to community issues.
Intercultural Effectiveness	Does not appreciate or empathize with different cultures, ways of being, or viewpoints. Lacks direct contact with community.	Appreciates different cultures & recognizes the value of crossing cultural boundaries. However, still lacks the ability to effectively interact and connect with other cultures/ community members	Can successfully cross cultural boundaries, has empathy and appreciation for other cultures. Has established a working relationship with some community members Is unable to generate effective strategies to address social issues	Appreciates different cultures, can cross cultural boundaries. Has close connections with community members. Creates effective strategies and also engages diverse, perspectives to examine social issues in the theoretical and practical
Self-Knowledge	Cannot evaluate one's experiences in the field. Only reiterates observations in narrative form but does not reflect on them	Is aware of one's own skills/abilities. However, does not display knowledge of one's personal biases, assumptions, or perceptions which can lead to incorrect evaluations of other cultures	Can reflect on one's experiences with depth and also critique one's interactions with others. Shares personal thoughts & beliefs about own experiences, is aware of one's personal biases or privileges.	Awareness of one's skills & can evaluate one's experience. Demonstrates an awareness of own perceptions, biases, assumptions; issues of power, privilege, positionality. Exhibits development in sense of self, capacity, and moral reasoning
Community Knowledge	Does not see knowledge as a phenomenon that is socially constructed. Is aware of community needs but does not recognize, affirm, or value the assets and strengths of communities. Places more emphasis on the deficiencies of the community than its strengths	Recognizes, values, & affirms the assets of communities. Also, understands knowledge as socially and collectively constructed and owned- an outcome of interaction. Has not attempted to address community needs	Recognizes community strengths & is aware of social construction of knowledge. Tries to address community needs based on observation & empirical articles, without allowing its members to help determine own needs	Is aware of community strengths & the social construction of knowledge. Has the ability to assess and critically examine community needs as determined collectively by community members. Possesses leadership/ teamwork skills within the community

Interpersonal Competency	Lacks professional and ethical practices in classroom and community settings; is rude, disrespectful. AND/OR lacks the skills to effectively interact and present themselves to the community	Possesses some professional & ethical practices. Still displays some inappropriate behavior towards community members AND/OR lacks the skills to effectively interact and present themselves to the community.	Demonstrates solid ethical & professional behavior. Can present themselves to the community effectively. Implements a new or existing approach but does not expend much creativity. Implements what is already in place. Does not input own ideas or does so minimally.	Demonstrates the highest standards of professional and ethical conduct in community. Shows innovation (creativity in designing, constructing, and developing curriculum/programs and teaching practices). Also, demonstrates the ability to apply learning to unscripted life experiences (problem solving)
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This form is only needed if you are choosing the Non-Credit Option.

Pitzer College

Office of the Registrar

Social Responsibility (Non-Credit Option) Verification Form

Student Name: [Redacted]
 Address/Box: [Redacted]
 Student ID Num: [Redacted]
 When and for how long did you participate in this activity? Jan - May 2011, commitment of 300 hours

RECEIVED

Location of Service

Organization/ Committee/ Group Jumpstart
 Supervisor/ Committee Chair Deborah Lieberman

FEB 10 2011

REGISTRAR'S OFFICE
PITZER COLLEGE Phone: (909) 607-9290

Brief description of the organization, committee or group:
Jumpstart is a national nonprofit that focuses on fostering skills for lifelong learning in early childhood. The organization pairs college students and community volunteers with preschool students for a school year to foster community collaboration and school success through volunteer time being spent in a classroom.

Brief description of student's responsibilities:
The corps member serves 10-12 hours per week during the school year. Corpsmembers work in preschool classrooms with children from low-income backgrounds to help them build skills crucial to school success. Responsibilities include participating in two team planning meetings a week, two 2-hr Jumpstart sessions with preschool children, and serving 4-6 hours each week in a preschool classroom. This accompanied with communicating with children's families and sharing strategies for helping children, participating in training, and attending service days.

Deborah 2/10/11 [Signature] 02/01/2011
 Supervisor Signature Date Student Signature Date

Adviser's Approval
 Student has satisfactorily completed this placement as a non-credit option for the Educational Objective of Social Responsibility and the Ethical Implications of Knowledge and Action.
 Adviser Signature: [Signature] Date: 2-1-2011

Student must return completed form to the Registrar's Office.

ENTERED
6/6/2011
gms