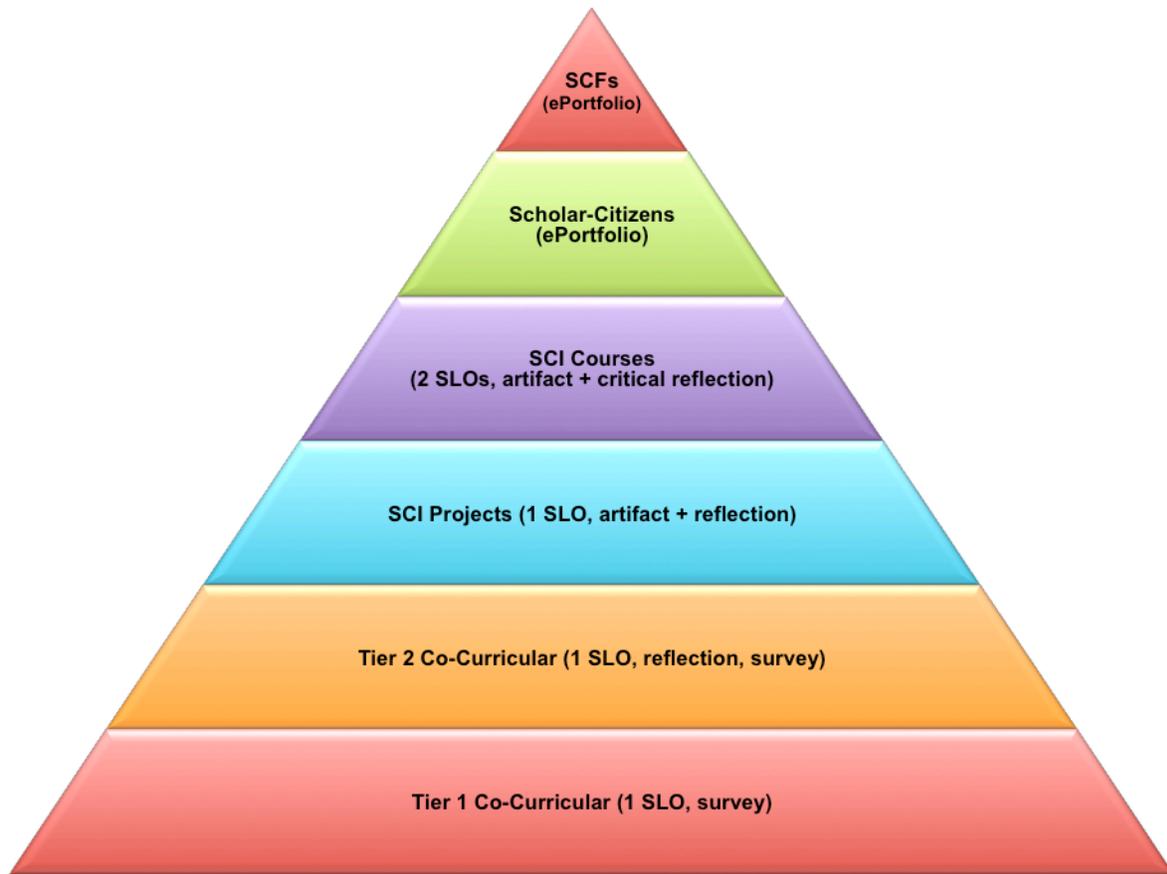


SCI Assessment

In order to measure the impact of SCI academic and co-curricular experiences over time on student learning and psycho-social development, faculty and experience designers participate in an ongoing assessment process that includes survey research and collection of student works with critical reflections.

SCI experiences are classified and assessed according to a tiered system of intensity ranging from broadly-targeted public events such as a public lecture or performance (Tier 1), to co-curricular events targeted to a specific course or set of learning outcomes (Tiers 2 and 3), to specific courses and projects within courses.



Assessment Requirements

Tier 1 Co-Curricular: Survey + Tracking Student Attendance

Tier 1s are broadly targeted SCI designated events such as campus lectures or workshops by nationally known speakers. The impact of these events is measured by student attendance and indirect survey assessment. SCI staff arrive at the event 15 minutes prior to the start time to help collect student information. A short 5-item survey is sent to student attendees the following day.

Tier 2 Co-Curricular: Survey + Critical Reflection

Tier 2 co-curricular events target a specific set of learning outcomes for a specific set of students but are also open to the public. In most cases Tier 2s are either:

- a SCI designated public event tied to a specific course or courses. These experiences are assessed using a SCI learning experience survey and a critical reflection collected from students enrolled in the associated course or courses; or
- a faculty-designed travel or service experience: These experiences are assessed using a SCI learning experience survey and critical reflection collected from student participants.

Critical Reflection Templates

To assess the impact on student learning of a SCI co-curricular experience, course project, or course, you may choose to utilize one of the critical reflection templates below as the basis for an assignment or student response. Alternatively, you may choose to work with the Office of Academic Assessment to design an appropriate assessment plan.

SLO1: Critically analyze different viewpoints of or theories about a contemporary issue using reliable sources.

As a part of the _____ experience, please respond to the following questions in an essay approximately 750 words in length, typed and double-spaced.

Critically analyze the different viewpoints of or theories about _____ (insert name of contemporary issue) _____. In doing so, be sure to address the following in your response:

1. *An intensive and in-depth explanation of the contemporary issue.*
2. *A critical analysis of the different viewpoints that were presented about the issue.*
3. *Either*
 - a. *An evaluation of the credibility, reliability, and relevancy of the sources used in your analysis of _____ (insert name of contemporary issue) _____ OR*
 - b. *Use of credible, relevant sources in your description and analyses presented in areas 1 and 2.*

SLO2: Make connections between one's academic experiences/ knowledge and one's own participation in civic life, politics, and government.

As a part of the _____ (insert name of learning activity or experience) _____, please respond to the following questions in an essay approximately 750 words in length, typed and double-spaced:

Please describe how the _____ experience connected or extended your academic knowledge / experience to your understanding of or participation in civic life, politics or government. Be sure to explain your experiences in civic-engagement, politics or government and what you have learned about your role in these areas as a result of this SCI project. Finally, comment on how this experience has reinforced, clarified, challenged, or otherwise changed your thinking about your role in these areas.*

*The term *civic life* is used here to mean the public life of a 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.

SLO 3: Apply ethical reasoning to contemporary local, national, or global issues.

As a part of the _____ (insert name of learning activity or experience) _____, please respond to the following questions in an essay approximately 750 words in length, typed and double-spaced:

Please explain or evaluate the social, political, economic, or moral aspects of _____ (issue) _____. In your explanation and evaluation please include the objectives, assumptions, and implications of the different ethical perspectives.

SLO 4: Solve problems in the context of contemporary local, national, or global issues.

As a part of the _____ (*insert name of learning activity or experience*), please respond to the following questions in an essay approximately 750 words in length, typed and double-spaced:

Please describe (the contemporary local, national or global issue) in detail and propose a possible solution to the problem. In your description and analysis, include discussion of contextual factors such as:

- *the history of the issue;*
- *ethical, logical, and cultural dimensions of the problem;*
- *the feasibility and relative merit of strategies that were previously proposed to solve this issue.*

Tier 3 Co-Curricular: Survey + Critical Reflection

Tier 3 experiences are high-level, integrated, and intensive learning experiences designed and led by students. Examples might include design of an international internship that conforms with one or more SC learning outcomes, an intense applied research experience that conforms to SC learning outcomes, or of a student-led alternative spring break. Designing and successfully completing at least one Tier 3 co-curricular is a requirement for all Scholar-Citizen Fellows. These experiences are assessed using a SCI learning experience survey and critical reflection, which is also included in the SCFs ePortfolio.

Course/Course Project: Artifact(s) &/or Critical Reflection(s) + Survey

SCI courses incorporate and directly addresses specific SCI learning outcomes (2 for a course, 1 for a project within a course), and are assessed using critical reflections and students works. The faculty designer works with the Office of Academic Assessment to develop an assessment plan that aligns his or her goals with those of the SCI. Students are also surveyed at the end of the semester using a SCI Learning Experience survey, which is included with the packet of course evaluations. Over the summer, student works are rated by external raters using the SCI Learning outcome rubric. Results of the survey and of the learning artifact rating are shared with the faculty designers.