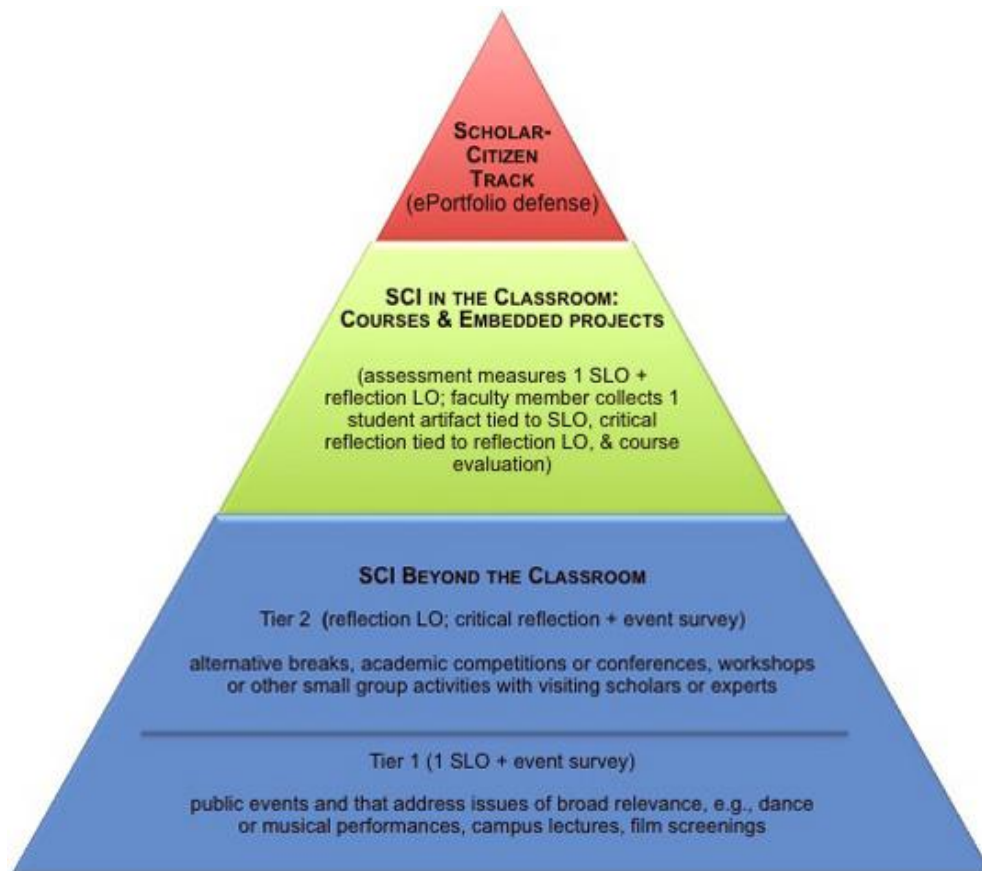


2015 SCI Assessment Guide

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 Scholar-Citizen Track), to specific courses and projects within courses.



Assessment Requirements

Tier 1 Co-Curricular: Survey + Tracking Student Attendance

Tier 1 co-curriculars are broadly targeted events such as a campus lecture on a pressing social issue. Examples from our pilot year include the College Affordability series which examined the challenges associated with the rising costs of higher education from four distinctly different perspectives by nationally recognized economists. Another example would be the campus lecture of Cornel West and Tavis Smiley as part of the Martin Luther King, Jr., event programming during January 2013.

The impact of Tier 1 events is measured by student attendance and survey administration. SCI staff are available to help track student attendance and administer a short, 5-item survey. Survey participation is voluntary; however, it is a requirement of SCI designation that you provide attendees the survey and encourage their participation.

When planning a campus SCI event, event organizers are encouraged to allocate a space for an SCI information table. It is a requirement if SCI designation that you include the SCI Logo on any poster or other campus communication tools used to market the event.

Please indicate on your application for SCI designation if you will need SCI staff to help with your event.

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 and reinforce reflective practice. Examples of Tier 2 activities include:

- alternative breaks,
- academic competitions or conferences, and
- a workshop or other small group activity with a visiting scholar or expert

The impact of a Tier 2 activity is measured through a survey and collection of a critical reflection from the student participants. The SCI Director is available to help you draft a critical reflection prompt. The rubric used to assess the critical reflections can be downloaded here: [Learning Outcome: Reflection](#)

When Tier 1 and Tier 2 Events Overlap

Often times SCI activities have multiple components including a large public lecture and a smaller event focused on particular students. For example, consider the campus visit of Woodrow Wilson Visiting fellow Steven Vetter, an expert on service learning and the power of volunteers in a global society. Vetter gave several large public lectures to the campus and local community where he addressed issues in large brush strokes. These were Tier 1 events, the impact of which were measured through tracking of student attendance including collection of Student ID numbers and administration of a short event survey.

Vetter also met with students in smaller forums where he lead focused discussions related to their programs of study. These were Tier 2 events and students enrolled in these classes were asked to complete critical reflections that were collected by the faculty member and then shared with the SCI office as a more direct measure of the impact of the experience on students' learning.

If the event your are planning has a combination of Tier 1 and Tier 2 activities, when prompted on the application, classify the event as Tier 2.

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.

SCI Essay Templates

To assess the impact of higher order SCI experiences on student development and learning, critical reflections are required of all students involved in SCI experiences above the Tier 1 level. If you are implementing a 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.

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^a. Be sure to explain your experiences in civic-engagement and what you have learned about your role in civic life 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 civic life.

^aThe 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^b.

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.

^bAn *issue* is a shareable concern, that is, a topic people talk, read, write, care about, and for which they share concern.

SLO 4: Evaluate 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 evaluate possible solutions to the problem. In your description and analysis, include discussion of contextual factors such as:

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

SLO 5: Engage in self-reflective process as a means of understanding civic experiences^c.

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 discuss how your involvement with this SCI experience has impacted you both personally and professionally. Please include the following points in your reflection:

- a. *the meaningfulness of the experience to your personal and academic growth;*
- b. *how the experience has contributed to the learning of yourself and others;*
- c. *how this experience connects with experiences and materials from other courses, past experiences, and future personal, academic and career goals.*

^cThe 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.