# Student Assessment Matrix for Civically Engaged Learning Goals

established 2018, updated 2024

## Concepts | Indicators | Methods | Sources
---|---|---|---
**CIVIC KNOWLEDGE**
Understands the complexity of a community/social issue
- Knowledge of community/social issue
- Analyzes varied perspectives of the community/social issue
- Relates community/social issue with personal experience and research
- Classroom observations
- Self-report/Reflection
- Assignment/Project
- Interviews
- Students
- Faculty
- Community partners

Examines organizations that address the community/social issue
- Identifies community organizations
- Evaluates community strengths and needs
- Examines how organizations work to address community/social issue
- Classroom observations
- Self-report/Reflection
- Assignment/Project
- Community observations
- Students
- Faculty
- Community partners

Analyzes actions/processes to be taken and systems in place to address a social issue or community problem
- Identifies actions or processes (voting, contacting officials, volunteering, petitioning)
- Evaluates various social environments, systems, or “lenses” (community, social, governmental) as it relates to the issue/problem
- Classroom observations
- Self-report/Reflection
- Assignment/Project
- Interviews
- Students
- Faculty
- Community partners

**CIVIC SKILLS**
Questions and critically analyzes a community/social issue
- Asks complex/deep questions about the community/social issue
- Uses various lenses to analyze the community/social issue
- Classroom observations
- Self-report/Reflection
- Assignment/Project
- Community observations
- Interviews
- Students
- Faculty
- Community partners

Applies discipline-specific knowledge to address a community/social issue
- Demonstrates role and relevance of civic engagement to understanding course content
- Applies course content in proposing solutions and/or grappling with social and community issues
- Understands the opportunities for career preparation related to civic engagement
- Classroom observations
- Self-report/Reflection
- Assignment/Project
- Interviews
- Students
- Faculty
- Community partners

Collaborates with people with diverse perspectives and social identities to address a community/social issue
- Expresses knowledge of new communities and identities
- Attitudes about and understanding of diversity, diversity perspectives, and social identities.
- Quantity and quality of interactions with others
- Classroom observations
- Self-report/Reflection
- Community observations
- Interviews
- Students
- Faculty
- Community partners

**CIVIC DISPOSITION**
Considers personal attitudes, values, and/or beliefs when considering a community/social issue
- Awareness of personal strengths, limits, goals, and fears
- Changes in preconceived understandings/ability to articulate beliefs
- Considers one’s identity in the way they view a community/social issue
- Self-report/Reflection
- Interviews
- Students
- Faculty
- Community partners

Acknowledges one’s own civic responsibility
- Attitude toward civic engagement experience
- Expresses plans for and barriers to future civic engagement
- Reactions to demands/challenges of civic engagement
- Classroom observations
- Self-report/Reflection
- Community observations
- Interviews
- Students
- Faculty
- Community partners

**CIVIC PARTICIPATION**
Leads/Coordinates efforts in addressing a community/social issue
- Demonstrates autonomy, a sense of responsibility, and independence
- Appreciates co-educators (peers and community)
- Level and depth of civic engagement
- Role within civic engagement experience
- Classroom observations
- Self-report/Reflection
- Community observations
- Interviews
- Students
- Faculty
- Community partners

Engages with the community in a variety of ways
- Quantity and quality of interactions with peers and community partners
- Participates in multiple forms of civic engagement
- Classroom observations
- Self-report/Reflection
- Community observations
- Interviews
- Students
- Faculty
- Community partners