8-31-2012

Maximizing the Learning Outcomes of Cocurricular Civic Engagement in Higher Education

Jeremy Poehnert
University of Massachusetts Boston

MAXIMIZING THE LEARNING OUTCOMES OF COCURRICULAR CIVIC ENGAGEMENT IN HIGHER EDUCATION

A Synthesis Project Presented

by

JEREMY POEHNERT

Submitted to the Office of Graduate Studies, University of Massachusetts Boston,
in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

August 2012

Critical and Creative Thinking Program

MAXIMIZING THE LEARNING OUTCOMES OF COCURRICULAR CIVIC ENGAGEMENT IN HIGHER EDUCATION

A Synthesis Project Presented

by

JEREMY POEHNERT

Approved as to style and content by:

_____
Peter Taylor, Professor
Advisor

_____
Jeremy Szteiter
Reader

_____
Peter Taylor, Director
Critical and Creative Thinking Program

ABSTRACT

MAXIMIZING THE LEARNING OUTCOMES OF COCURRICULAR CIVIC ENGAGEMENT IN HIGHER EDUCATION

August 2012

Jeremy Poehnert, B.S., Vanderbilt University
M.A., University of Massachusetts Boston

Directed by Professor Peter Taylor

My experience as an undergraduate college student was marked by many challenges. A constant source of support throughout that time was my participation in cocurricular community service activities – without those experiences I would never have completed my degree. After graduating I pursued a career in which I could continue my involvement with such programs, which, for the purposes of this paper, I will refer to as higher education civic engagement (HECE).

There has been one issue that I have been particularly drawn to in HECE work —how to maximize what students learn when they participate in cocurricular civic engagement activities. Finding strategic and effective ways to support student learning outcomes from such experiences is challenging for a number of reasons.

This paper begins with a reflection on how the Critical and Creative Thinking (CCT) program has contributed both to my personal development and to this project specifically. I then review the challenges HECE programs face in promoting student learning, followed by a review of best practices for cocurricular and civic engagement programs. I then offer four frameworks for conceptualizing student learning in HECE programs.

Next is the core of this synthesis, a planning model that programs can use to strategically

support and track student learning, adapted from the *Service-Learning Course Design Workbook* edited by Jeffrey Howard. Finally, I conclude by reflecting on this synthesis as a whole and considering possible follow-up steps to this project.

Thank you to:

The Critical and Creative Thinking faculty, for being truly committed to fostering the growth and development of their students

My fellow Critical and Creative Thinking students, for sharing their vision, creativity and insight

The community partners I've worked with, who never cease to inspire me

My colleagues in this work, who also never cease to inspire me

To all the students I've worked with, who have taught me so much

Peter Taylor, for being such a kind person and skilled advisor

Jeremy Szteiter, for nurturing my reflective practice

Karl Weiland, who has spent countless hours listening to me discuss this synthesis

Karen Chisholm (KC), for giving me two jobs, right when I needed them

MaryAnn Chaussee, for being my mom and my friend

Melissa Poehnert, for more than I can put into words

Table of Contents

Boxes

Chapter 1: Introduction

This paper developed out of my journey as an undergraduate college student. My experience as a first-generation student from a low-income, single parent family was marked by many challenges, including my struggle with undiagnosed depression and anxiety. Looking back, it seems clear to me that my depression and anxiety, combined with a lack of emotional maturity, practical skills, and social capital all played a role in making it extremely challenging for me to make it through college. Numerous times I was close to either giving up or being expelled for poor academic performance.

A constant source of support throughout that time was my participation in cocurricular community service activities. I became involved with community work as a second-year student, and it quickly became the bedrock of my college experience. Community service took me outside of my own challenges and introduced me to a broad range of important social issues; it helped me build relationships and overcome my sense of isolation; it gave me a chance to experience success at a time when my classroom experiences were full of failure. Participating in community service provided me with opportunities to develop in ways I would never have anticipated, and without those experiences I would never have completed my degree.

After graduating I decided to pursue a career in which I could continue my involvement with what I will call, for the purposes of this paper, higher education civic engagement (HECE). This decision sprang from three motivations. First, the work allowed me to make positive contributions to the world while also continuing my own growth and development. Second, I

hoped to help students have experiences similar to those that played such a key role in my own education. Third, I found the complexities of the work exciting and engaging—full of possibilities for creativity and inspiration.

My perspective on the work has continued to develop over time and will no doubt continue to do so, but there has been one issue that I have been particularly drawn to—how to maximize what students learn when they participate in cocurricular civic engagement activities. Such learning can be difficult to quantify because it involves an array of experiences and settings and overlaps with many other aspects of student life. The topic of student learning is also interwoven with a broad range of complex concepts including program design and management, the nature of campus and community partnerships, the fundamental goals of higher education, the growing emphasis on assessment, and the subtleties of human development, just to name a few (Sanford, *College and Character* 106, 239, 256).

The challenges HECE programs face in promoting student learning can be broken down into several key questions. How can programs:

1. Maximize the likelihood of student learning?
2. Avoid transmitting or reinforcing lessons that run directly contrary to their goals?
3. Help students express and reflect on that learning?
4. Measure and document what students are learning?
5. Demonstrate their contributions to the educational goals of the institutions in which they exist?

While this project is in no way a comprehensive treatment of all the issues involved, my goal is to provide useful resources for programs as they seek to answer these questions in ways that are both effective and practical.

A Focus on the Cocurricular

Higher education institutions engage with their communities in numerous ways including cocurricular efforts, those tied to the formal academic curriculum, and those that fall both between and outside the boundaries of the two. The terms for describing these efforts are numerous and include volunteering, community service, service learning, community-based research, community service work-study, the engaged department and the engaged campus, just to name a few. For the purposes of this paper, civic engagement will be used as an umbrella term for all of these activities (Jacoby, *Civic Engagement* 5).

This synthesis is primarily focused on cocurricular civic engagement programs, meaning those that take place outside of the academic curriculum. My research is concerned with supporting the efforts of these programs to promote meaningful learning for the students involved. Although the emphasis of this paper is cocurricular civic engagement, many of the examples and tools are drawn from curricular-based sources and may also prove useful for those involved in formal academic initiatives.

The Target Audience

Civic engagement programs are collaborative efforts that are driven by partnerships between students, community partners, faculty members, college staff, funders and other

constituent groups. Ideally this synthesis will benefit all of the constituents involved, in addition to supporting the complex relationships that connect them. The primary audience, however, is the staff, faculty, and student leaders who work within higher education institutions to lead or advise cocurricular civic engagement programs. The focus on this particular constituency is based on two factors. First, this project is grounded in my experience in such roles. Second, these positions are often well-suited to address the issues discussed in this synthesis project (Jacoby, *Building Partnerships* xix).

The Structure of This Synthesis

This paper begins with an overview of my journey to this synthesis and a reflection on how the Critical and Creative Thinking (CCT) program has contributed both to my personal and professional development in general and to this project specifically (chapter 2). I then review the challenges of supporting and quantifying student learning in HECE programs (chapter 3). That is followed by a review of standards of best practice for cocurricular programs (chapter 4) and civic engagement programs (chapter 5). Reviewing these standards is intended to ground this synthesis in the well-established and foundational principles of both fields and to ensure our efforts to support student learning are true to the values at the heart of this work. I then offer four specific theoretical frameworks for understanding and supporting student learning and development (chapter 6). These frameworks, selected for their accessibility and flexibility, can serve to guide efforts to support learning in cocurricular civic engagement programs.

Next, I present a four-step planning model that programs can use for supporting and

tracking student learning, which is adapted from the *Service-Learning Course Design Workbook* edited by Jeffrey Howard and published by the Michigan Journal of Community Service Learning (MJCSL). Finally, I conclude by reflecting on this synthesis as a whole and considering possible follow-up steps to this project (chapter 8).

Chapter 2: The Role of the Critical and Creative Thinking Program

The Critical and Creative Thinking (CCT) program has contributed to this project in multiple ways:

1. CCT's **process** for supporting student learning is thoughtful, intentional, and reflective and could readily serve as a model for civic engagement programs.
2. Similarly, the specific learning **outcomes** promoted by CCT are consistent with the values of civic engagement initiatives and could serve as models for programs seeking to develop their own learning goals and objectives. Hence, CCT serves to exemplify both the learning process and learning outcomes at the heart of HECE work.
3. Specific CCT courses have provided a range of tools applicable to civic engagement work in general and to this synthesis specifically.

CCT's Educational Values and Goals

The overview of the CCT program states, "Critical thinking, creative thinking, and reflective practice are valued, of course, in all fields." It continues in this way:

> The Critical and Creative Thinking (CCT) program… provides its students with knowledge, tools, experience, and support so they can become constructive, reflective agents of change in education, work, social movements, science, and creative arts...
>
> In critical thinking we seek to scrutinize the assumptions, reasoning, and evidence brought to bear on an issue—by others and by oneself; such scrutiny is enhanced by placing ideas and practices in tension with alternatives. Key functions of creative thinking include

> generating alternative ideas, practices, and solutions that are unique and effective, and exploring ways to confront complex, messy, ambiguous problems, make new connections, and see how things could be otherwise. In reflective practice we take risks and experiment in putting ideas into practice, then take stock of the outcomes and revise our approaches accordingly ("Graduate Program in Critical and Creative Thinking").

The same skills, knowledge, and values that CCT promotes are present in civically engaged individuals and communities (Astin and Astin 11). In fact, the above description could be used almost word-for-word by any number of HECE programs, which seek to support students as they develop into thoughtfully engaged community members who are ready and willing to grapple with complex social issues.

Contributions of Specific CCT Courses

CCT courses have contributed to this synthesis in a variety of ways.

1. Action Research for Educational, Professional and Personal Change (CrCrTh 693)

In the Action Research (AR) course students identify an opportunity for improvement in the educational, professional, or personal realm and pursue it in a thoughtful, systematic way. As part of that process students are encouraged to recognize the challenges inherent in creating change without becoming overwhelmed by them.

This course contributed to this synthesis in two ways. First, the premise that individuals or groups can create meaningful change clearly resonates with civic engagement work. Second, lessons from the course have impacted my approach to this synthesis. The reality for most civic

engagement programs is that they are under-resourced and over-extended. While a program may want to tackle the issue of supporting and documenting student learning, any attempt to do so has to fit within the limited resources available. Both the action research model presented by the primary text, *Practical Action Research for Change,* by Richard A. Schmuck and the action research model developed by the course instructor, Peter Taylor, are excellent tools in meeting that challenge; they combine the desire and need to improve a situation with the practical recognition that change is difficult and must be made in ways that are realistic for those involved.

2. Critical Thinking (CrCrTh 601)

There is a broad consensus that promoting critical thinking should be a central goal of higher education ("LEAP Vision for Learning" 7). The Critical Thinking course provides a plethora of concepts and tools for promoting more effective thinking in any setting. The course primarily uses two texts: *Developing Minds: A Resource Book for Teaching Thinking*, edited by Arthur Costa, and *The Thinking Classroom: Learning and Thinking in a Culture of Thinking* by Sharon Tishman, et al. Although both books are intended for K-12 educators, their systematic approach to helping students develop critical thinking skills is transferable to any setting including higher education.

In addition to the specific focus on critical thinking, both texts, and the course in general, serve as models for systematically setting and reaching educational goals, which is one of the central issues addressed in this synthesis.

3. Dialogue Processes (CrCrTh 616)

The primary text in the Dialogue Processes course, *Dialogue and the Art of Thinking Together*, by William Isaacs, could be required reading for students participating in civic engagement programs. The book amply demonstrates, through multiple examples and discussions, that being open to diverse, opposing perspectives, while also exploring your own ideas, is an essential element in addressing difficult community issues. The Dialogue Processes course offers a powerful opportunity to practice those skills. The approaches introduced in the course can be applied to any human interaction, whether or not it takes place in the setting of a formal "dialogue session." As with many of the lessons offered by CCT, the basics of dialogue seem easy, even cliche. Actually applying them, however, can be tremendously difficult. When they are practiced these skills offer incredible opportunities for both the personal development and community building that civic engagement programs strive to promote (Boyte 37).

4. Foundations of Philosophical Thought (Phil 501)

The Foundations of Philosophy course forces students to make time and space to reflect on both their personal values and ethics and those of others and to consider the role such values play in shaping society. The course also pushes students to recognize the nuances of complex issues, while empowering them make the best decisions possible when faced with challenging ethical scenarios. In this way the Foundations of Philosophy course models the metacognitive and ethical goals of many civic engagement programs, which seek to help students develop the skills and values of thoughtful community members who are able and willing to wrestle with complex social issues that defy easy answers (Long 1). In fact, the course's combination of

reading, group discussion, and personal reflection could serve as a model for civic engagement programs as they encourage students to connect their community experiences to the broader social contexts in which they take place.

Taken together, the Dialogue Processes and Foundations of Philosophy courses fulfill two connected goals that should be at the heart of civic engagement programs—helping students reflect on and develop their own ethics and beliefs, while simultaneously creating an environment where communities can come together to explore a diverse range of values and perspectives (Ehrlich 51).

5. Problem Based Learning (CrCrTh 611)

Similar to the Action Research course, the Problem Based Learning (PBL) course introduces students to a model for systematically solving complex problems. The two courses differ in certain key aspects, however. In the AR course individual students identify and pursue their own projects. In the PBL course groups of students work together to address problems identified by the faculty member.

In practice the courses are extremely complementary and represent two situations common in community work. Sometimes, as in the Action Research course, change starts with an individual identifying a clear need and moving forward to address it. At other times, as in the Problem Based Learning course, a group of people may come together to address a community-identified issue. Together the courses offer valuable tools for HECE programs, both in their efforts to address complex social issues and to promote improvements within the programs

themselves.

6. Reflective Practice (CrCrTh 688)

Reflection is a central value in civic engagement work both for professionals in the field and the students they support (Jacoby and Mutascio 2). The Reflective Practice course provides a model for building reflection into a program with a combination of weekly emails, monthly gatherings, and monthly written reflections. In addition, the course asks participants to write a "Plan for Practice" on what they have learned during the semester and how they will carry that learning forward.

The course structure offers a model for how civic engagement programs might both engage students in reflection and encourage them to apply that reflection to their continual learning and development. The emails and gatherings provide a format for regular discussion, and the written work and Plan for Practice not only serve as reflective tools but also allow both students and programs to build portfolios which document the learning taking place.

7. Processes of Research and Engagement (CrCrTh 692) and Synthesis of Theory and Practice (CrCrTh 694)

The impact of these courses is primarily personal. Simply put, this synthesis would never have been written if not for these two courses. Processes of Research and Engagement gave me the skills and confidence to begin this project, and the synthesis course gave me the support I needed to follow through.

CCT's Balanced Approach to Learning

Education, as a goal and a process, is both complex and challenging (Mentkowski 7). Promoting deep learning requires both an appreciation for the complexity of human development and an intentional approach to delivering specific and useful learning outcomes (Leskes and Miller 4). CCT artfully combines both process and results, and provides students with both a holistic understanding of learning and tools to support concrete learning outcomes.

Although it is an oversimplification, certain CCT courses have a particularly holistic approach to understanding what shapes and supports learning in general. These include:

- Creative Thinking
- Dialogue Processes
- Foundations of Philosophical Thought
- Reflective Practice

Other courses tend to focus on tools for promoting specific learning outcomes. These include:

- Action Research
- Cognitive Psychology
- Critical Thinking
- Problem-Based Learning
- Processes of Research and Engagement

Taken as a whole, CCT combines specific learning outcomes with an appreciation for the broader individual and communal contexts in which they take place, thus serving as a model for

the balanced approach to learning that this synthesis hopes to encourage in civic engagement programs.

Having broadly reflected on key lessons from the CCT program for promoting deep student learning, I will now turn to the issue at the heart of this synthesis: How can cocurricular civic engagement programs foster similarly substantial and meaningful learning outcomes for their students?

Chapter 3: What Are They Learning?

College students across the country participate in a wide variety of civic engagement activities (Campus Compact, *Deepening the Roots*). For some this takes the form of one-time efforts that last only a few hours, while others may commit thousands of hours over a period of several years. Some programs involve one student and others involve hundreds. Some initiatives focus on a specific, time-bound outcome, such as building a playground; others, such as an afterschool program at a local community center, may continue for decades. Student roles in projects range from providing physical labor to creating, leading, and sustaining programs. Projects vary by issue, quality, and approach; some are successful, while others are doomed for failure.

There is an increasing emphasis on understanding the impact of this work, both on the communities in which they take place and on the students who participate (Canada et al. 53). This synthesis will focus on how students are effected by this work. This issue is summed up by one central question: What are students actually learning from their involvement in civic engagement activities?

This is a challenging question to answer. Education is the central mission of colleges and universities, and in theory any cocurricular programs taking place under the umbrella of higher education should support that mission (Kezar, Hirsch, and Burack 101). Yet many such programs have traditionally taken a vague, ill-defined approach to the educational outcomes for the students involved. Even programs that have a stated commitment to student learning may not

have operationalized it into their regular practices. Yet all these programs are expected to contribute to the growth and development of the students involved (Brown 38).

Put into a broader perspective, it is not surprising that programs have struggled to reach their educational aspirations. Measuring learning in general can be challenging. Measuring learning that takes place over extended periods of time in varied and complex settings, as is often the case with cocurricular civic engagement, is even more difficult. Yet higher education institutions are under increasing pressure to document what their students are learning both in and out of the classroom (Leskes and Wright 27). Similarly, programs are increasingly expected to demonstrate how they contribute to the educational mission of their institution. In *Assessing Service-Learning and Civic engagement*, Gelmon et al. describe the growing expectations this way:

> Institutions committed to civic engagement... must be able to demonstrate the impact of these initiatives to ensure quality for students... to justify resource investments, and to inform the improvement and expansion of such programs.... Increasingly, higher education is experiencing a shift away from a traditional emphasis on teaching to a new emphasis on learning (1).

Without an intentional, organized approach, it is difficult for programs to even begin conceptualizing the learning that is taking place for students, let alone implement effective strategies for maximizing that learning (Keeling et al. 66-74). Similarly, without documentation of student outcomes, programs may struggle to make the case to funders, administrators, or students about the educational value of their efforts (Ewell 2).

Of course, many students can and do offer moving testimonials about what they have learned from civic engagement experiences, as illustrated in this student quote from *Where's the Learning in Service Learning* by Janet Eyler and Dwight Giles:

> ... I have learned so much, maybe because I found something that I'm really passionate about, and it makes you care more to learn about it—and to get involved and do more. You're not just studying to take a test and forget about it. You're learning, and the experiences we have are staying with us.... (1)

As powerful as such testimonials can be, they are often limited to a sub-set of students who are ready and able to effectively communicate the impact of their experiences. Similarly, staff who work with civic engagement programs can testify to the gamut of student reactions to their community experiences, from those completely untouched to those whose lives have been changed forever. Yet without a concerted effort such observations are likely to be sporadic and subjective.

Of particular concern are those students who may not have learned anything from their community experiences, or worse, students who may have learned lessons completely opposite of those intended. It is disheartening to find out, at the end of a project, that the experience only reinforced the misconceptions of participants, rather than opening them to new knowledge and perspectives. Whether a project is intended to help students develop their ability to engage across differences, understand principals of community organizing, or reinforce the importance of being civically engaged, it is important to know if the goal is being met, missed, or even

completely misconstrued (Garland and Grace 22).

The *Service-Learning Course Design Workbook* edited by Jeffrey Howard and published by the Michigan Journal of Community Service Learning makes the powerful observation, "Most students lack experience with both extracting and making meaning from an experience and in merging learning across experiences" (17). Making meaning and merging learning across experiences is, of course, not just challenging for students—it is something most of us struggle with throughout our lives (Sanford and Comstock 65). Thus, it is important for programs to make intentional, strategic efforts to support students as they create meaning from their civic engagement experiences. Hopefully such efforts will both strengthen learning outcomes from the immediate civic engagement experiences and contribute to the capacity for and interest in life-long learning of the students involved. The selection in Box 1 offers a powerful perspective on the very real risk of students **not** learning from their community experiences.

Box 1

Excerpt from *Combining Learning and Service: A Resource Book for Community and Public Service, Volume 1,* edited by Jane Kendall

Today I got to the nursing home at 2:00. Talked to some ladies. Passed out popcorn at the movie. Went home at 4:00. From a student's journal.

The student quoted above was surrounded by human drama. On every side were loneliness, love, struggle, joy, death, dignity, injustice, and concern. There were people with wisdom she could draw upon and with pains she could ease. There were more than a dozen health-related careers to observe. She missed it all.

The same barren sentences were entered in her journal, twice weekly, for six weeks. She was in a youth service program where she had chosen her own assignment. She was needed there. She was engaged in tasks that mattered to others. But she'd seen, felt, and experienced virtually nothing.

It's not supposed to be that way. People are supposed to learn from experience...To say that experience is a good teacher, however, does not imply that it's easily or automatically so. If it were, we'd all be a lot wiser than we are. It's true that we can learn from experience. We may also learn nothing. Or we may, like Mark Twain's cat who learned from sitting on a hot stove lid never to sit again, learn the wrong lesson. The key, as Aldous Huxley explained, is that 'experience is not what happens to a man; it is what a man does with what happened to him.' (87)

The question of learning through civic engagement is not new. In their groundbreaking work, *Where's the Learning in Service Learning?* Dwight Giles and Janet Eyler provide a research-based overview of student learning outcomes from both academic and cocurricular service programs. There has also been extensive research on learning outcomes for students participating in the comprehensive and well-documented Bonner Scholars program (Hoy and Meisel 12-16).

This scholarship is invaluable in establishing that effective civic engagement programs can support student learning and painting a picture of what that learning might look like. The task, then, is for programs to incorporate systematic efforts to promote student learning into their policies and practices. In this effort projects directly tied to the academic curriculum may have some advantages. Service-learning courses, for example, are expected to have established learning objectives (Kelshaw, Lazarus and Minier 275). Courses may also benefit from some elements of the traditional classroom structure including the ability to hold students to specific standards and the use of established methods for assessing student learning, such as written assignments, presentations, or exams (Heffernan 85).

Of course, programs based in the curriculum face their own challenges in supporting and tracking student learning outcomes. Courses typically last a single semester, and individual service learning courses are often structured as freestanding experiences, without direct connections to other service learning courses or cocurricular community experiences. In addition, student involvement with curricular civic engagement can be impacted by a range of factors.

Whether they take service learning courses in any given semester, how many service learning courses they take over the course of their academic career, the quality of a service learning course and the specific activities involved in any given course all influence outcomes for students. Consequently, tracking and supporting student learning across multiple courses and semesters can be challenging (Billig and Waterman 15; Colby et al. 169). Finally, compared to many cocurricular experiences, many academic courses have traditionally offered fewer opportunities for students to take a leadership role in their own learning (Zlotkowski, Longo and Williams 7).

Cocurricular experiences also face challenges in supporting and assessing student learning (Hanson 47). Students may participate in a program for a few hours, a single semester, or multiple years. Because they take place outside of the classroom, cocurricular programs often lack tools routinely available in courses, including written student work, formal assessment, and regular class discussions. In addition, students may not expect cocurricular experiences to include an explicit, structured focus on learning, or they may not see the value in such efforts. Hence, cocurricular programs may face extra challenges in convincing students to engage in regular reflection and structured efforts to support and measure learning outcomes (Merriam and Caffarella 25).

Finally, many HECE programs are over-extended and under-resourced, which means that assessing student learning takes a back seat to meeting the day-to-day demands of keeping the programs running. This is true for many programs in higher education, but may prove especially true for HECE programs, with their responsibilities both to students and the broader community

(Renner and Bush 66-85). The more time and effort invested in assessment, the less there is available for direct community services. The hope, of course, is that the investment in assessment will eventually yield benefits in the form of more effective programs. But such a return can seem abstract and far away when faced with the immediate demands of trying to address complex community issues with limited resources.

Cocurricular approaches do have some advantages, however. Some programs have clearly established guidelines and expectations for participants (Hoy and Meisel 12-16). Programs often have the freedom to be flexible and creative, which allows them to pilot new practices and approaches. Many programs feature strong student leadership components that create opportunities for students to play an integral role in shaping and structuring their own learning outcomes and influencing those of their peers (California State University 34-56). Finally, students with high levels of commitment may be involved in a given cocurricular program for multiple years, potentially investing thousands of hours of their time. Such intense levels of participation create a tremendous opportunity for powerful learning outcomes (Astin 519). In *Educating Citizens* Colby et al. describe the potential power of cocurricular programs this way:

> Experiences outside the classroom can change students' frameworks for interpreting reality, their sense of what is important, their confidence in their own ability to affect the world around them, and their sense of who they are and who they want to be. Because...student life activities so often involve action as well as reflection, students engaged in them can learn skills that they may not be likely to derive from classroom

> learning. These activities also allow students to consolidate and extend skills such as critical thinking and writing that are important to their academic coursework. (224)

Considering the diversity and complexity of the issues involved, Box 2 includes a list of suggested guidelines to consider as HECE programs explore ways to support and track student learning.

Having reviewed some of the challenges facing programs as they seek to support student learning, I now turn to a discussion of guiding principles for working with students in cocurricular settings. The discussion of student affairs principles in chapter 4 is followed by a similar and complementary discussion of civic engagement principles in chapter 5.

Box 2

Efforts by cocurricular programs to support student learning should be:

1. **True to the values of student affairs –** As discussed in chapter 4, there is an extensive body of literature laying out core principles for working with students in higher education settings. Any effort to support student learning in cocurricular settings should reflect and reinforce those standards ("Principles of Good Practice in Student Affairs").

2. **True to the values of civic engagement** – As discussed in chapter 5, there is also an extensive body of literature laying out core principles for quality civic engagement programs. Any effort to support student learning should reflect and reinforce those standards as well (Jacoby, *Service Learning,* 26-51).

3. **Informed by an understanding of how students learn and develop** – As discussed in chapter 6, program efforts to support student learning will be much more powerful if they are grounded in an understanding of how students learn and develop(Creamer 11-13).

4. **Realistic for the resources available** – Inevitably, civic engagement programs have limited resources. Efforts to support student learning must take those limitations into consideration (Rhoads and Howard 73-80).

5. **Flexible –** The structure, nature, and specifics of civic engagement programs can vary significantly. Any approach must be flexible enough to be adapted for the purposes of the given program (Jacoby, *Service Learning* 17-18).

6. **Supportive of the overall goals of a program** – Programs are more likely to adopt intentional approaches to student learning if those efforts also assist them in meeting other goals (Kendall 8).

7. **Dynamic** – Higher education in general and civic engagement specifically are constantly in flux. These efforts must be responsive to the continual changes within the fields in which they take place (Saltmarsh and Hartley 30-43).

8. **Supportive of program partnerships** – Partnerships are a core component of civic engagement programs. The focus on student learning should also strengthen and reinforce those relationships. (Scheibel, Bowley and Jones 63)

9. **Continually reviewed and improved** – A successful system for supporting student learning must incorporate constituent feedback, evaluation results, and program development in a process of continual improvement.

Chapter 4: Principles of Student Affairs and cocurricular Activities

Both the fields of student affairs and civic engagement have extensive bodies of literature establishing best practices and benchmarks for quality programming. In seeking to promote student learning outcomes in cocurricular civic engagement it is only sensible to begin with a review of some of these guiding principles. Starting with such a review ensures our efforts are true to the core values of the fields involved and helps frame our understanding of how best to support student learning. This chapter will discuss principles of student affairs, followed by a similar discussion of principles of civic engagement in chapter 5.

The professional field of student affairs includes, among other functions, support for the broad range of cocurricular activities students engage in while attending college. Thus, the cocurricular civic engagement programs targeted by this synthesis can clearly be viewed through the lens of student affairs (Rentz and Saddlemire 261-283).

Box 3 includes selections from the *Principles of Good Practice for Student Affairs*. *The Principles of Good Practice* recognizes the historic mission of student affairs: "Creating learning environments and learning experiences for students" while acknowledging the changing discourse around student learning, "If the purpose of education is learning, then institutional effectiveness should be measured by specific educational benefits and outcomes rather than by the number of computers, books, faculty, or the size of endowments," and succinctly describes the challenge facing student affairs, "We can pursue a course that engages us in the central mission of our institutions or retreat to the margins in the hope that we will avoid the inconvenience of change."

These principles make it clear that all programs within higher education are expected to directly support the educational mission of their institutions in specific, concrete ways. Good practice in student affairs "Engages students in active learning," "Helps students develop coherent values and ethical standards," and "Forges educational partnerships that advance student learning" (principles 1, 2 and 6, respectively).

This position is further reinforced in the *The Student Learning Imperative: Implications for Student Affairs* from the American College Personnel Association (ACPA), excerpted in Box 4. The *Student Learning Imperative* recognizes the changing expectations in higher education: "The recent focus on institutional productivity is a clarion call..." leading to the conclusion that "If learning is the primary measure of institutional productivity" then "what and how much students learn also must be the criteria by which the value of student affairs is judged (as contrasted with numbers of programs offered or clients served)," which means that "student affairs programs and services must be designed and managed with specific student learning and personal development outcomes in mind."

This increasing emphasis on specific and systematic approaches to supporting student learning is also reflected in work by the Council for the Advancement of Standards in Higher Education (CAS). CAS offers a variety of comprehensive standards for colleges and universities, from those that apply institution-wide to those that apply to specific departments. Box 5 features excerpts from the *CAS General Standards*, which is intended to apply to all "programs and services" in higher education. The section begins by establishing a broad view of how

students learn: “The formal education of students, consisting of the curriculum and the co-curriculum, must promote student learning and development outcomes that are purposeful and holistic...” and continues with the expectation that programs will “identify relevant and desirable student learning and development outcomes.” Programs should also “articulate how they contribute to or support students learning and development” and “provide evidence of their impact.” Hence, there is a clear expectation that not only will all programs in higher education directly contribute to student learning, but they will also explicitly identify what learning outcomes they are supporting, how they are doing so and the results of their efforts.

All three of the sources discussed recognize certain factors higher education programs must consider in order to support student learning. These include the continuing quest to more effectively deliver concrete, measurable learning outcomes, and that delivering such outcomes requires planning, systematic research-based approaches, and partnerships that cut across the institution. There is also an understanding that such efforts require both a general understanding of student learning and development and the ability to respond to the specific, diverse needs of students involved in programs. These considerations are all directly applicable to civic engagement efforts.

Having discussed best practices from the field of student affairs, in chapter 5 we turn to similarly principles for civic engagement work. As with the principles of student affairs, the foundational principles of civic engagement will both anchor and steer our efforts to support powerful student learning outcomes.

Box 3: Excerpts from the *Principles of Good Practice for Student Affairs*

Introduction

Today's context for higher education presents student affairs with many challenges. Among these are new technologies, changing student demographics, demands for greater accountability, concern about the increasing cost of higher education, and criticism of the moral and ethical climate on campuses. Institutions of higher learning are also influenced by social and political issues, including multiculturalism, personal responsibility, and equal opportunity. Our response to these challenges will shape our role in higher education. The choice of student affairs educators is simple: We can pursue a course that engages us in the central mission of our institutions or retreat to the margins in the hope that we will avoid the inconvenience of change.

Others in higher education have recognized these challenges and have responded with calls to concentrate "on the core function of the enterprise, that is, focusing on student learning" (Wingspread Group, 1993). Focusing on learning rather than instruction is a fundamental shift in perspective. If the purpose of education is learning, then institutional effectiveness should be measured by specific educational benefits and outcomes rather than by the number of computers, books, faculty, or the size of endowments.

Creating learning environments and learning experiences for students has always been at the heart of student affairs work. *The Student Learning Imperative...* asked us to embrace the current challenges as an opportunity to affirm our commitment to student learning and development. As a first step in that direction, the *Student Learning Imperative* articulated the need for an emphasis on student learning and the value of student affairs educators working collaboratively with students, faculty, academic administrators, and others.

Good practice in student affairs:

1. Engages students in active learning.
2. Helps students develop coherent values and ethical standards.
3. Sets and communicates high expectations for student learning.
4. Uses systematic inquiry to improve student and institutional performance.
5. Uses resources effectively to achieve institutional missions and goals.
6. Forges educational partnerships that advance student learning.
7. Builds supportive and inclusive communities.

(“Principles of Good Practice for Student Affairs”)

Box 4: Excerpts from *The Student Learning Imperative: Implications for Student Affairs* by the American College Personnel Association

The recent focus on institutional productivity is a clarion call to...form partnerships with students, faculty, academic administrators, and others to help all students attain high levels of learning and personal development....

Student affairs professionals are educators who share responsibility with faculty, academic administrators, other staff, and students themselves for creating the conditions under which students are likely to expend time and energy in educationally-purposeful activities... [T]he college experience should raise students' aspirations and contribute to the development of skills and competencies that enable them to live productive, satisfying lives after college. Thus, student affairs programs and services must be designed and managed with specific student learning and personal development outcomes in mind....

Student affairs professionals take seriously their responsibilities for fostering learning and personal development. Their efforts are guided by a holistic philosophy of learning that is congruent with their institution's mission and clearly distinguishes between the institution's commitment to process values (e.g., ethnic diversity, gender balance, equity, and justice) and desired outcomes (e.g., student learning and personal development). If learning is the primary measure of institutional productivity...what and how much students learn also must be the criteria by which the value of student affairs is judged (as contrasted with numbers of programs offered or clients served)

("Student Learning Imperative: Implications for Student Affairs").

Box 5: Excerpts from *CAS General Standards* by the

Council for the Advancement of Standards in Higher Education

The formal education of students, consisting of the curriculum and the co-curriculum, must promote student learning and development outcomes that are purposeful and holistic and that prepare students for satisfying and productive lifestyles, work, and civic participation...

Consistent with the institutional mission, programs and services must identify relevant and desirable student learning and development outcomes from among the six domains and related dimensions. When creating opportunities for student learning and development, programs and services must explore possibilities for collaboration with faculty members and other colleagues.

Programs and services must assess relevant and desirable student learning and development outcomes and provide evidence of their impact on student learning and development....

Programs and services must be:

- integrated into the life of the institution
- intentional and coherent
- guided by theories and knowledge of learning and development
- reflective of developmental and demographic profiles of the student population
- responsive to needs of individuals, diverse and special populations, and relevant constituencies

(Council for the Advancement of Standards in Higher Education)

Chapter 5: Principles of Civic Engagement

When considering some of the guiding principles of civic engagement, it is worth starting by noting that civic engagement programs exist in order to address challenging social issues in the broader communities that exist beyond the symbolic and sometimes literal gates of the colleges and universities at which the programs are based. Being directly connected to the wider community means that in addition to navigating the intricate world of higher education, civic engagement programs must also face the challenges of building community partnerships and wrestling with the complexities of supporting positive change in diverse communities. Fundamentally, it is being connected to the community that creates the opportunities for students in these programs to have powerful and meaningful learning experiences. But those connections also carry practical and ethical responsibilities. These responsibilities are reflected in the principles of best practice that guide them and will inevitably impact how programs approach the issue of maximizing student learning (Torres and Schaffer).

Wingspread Principles

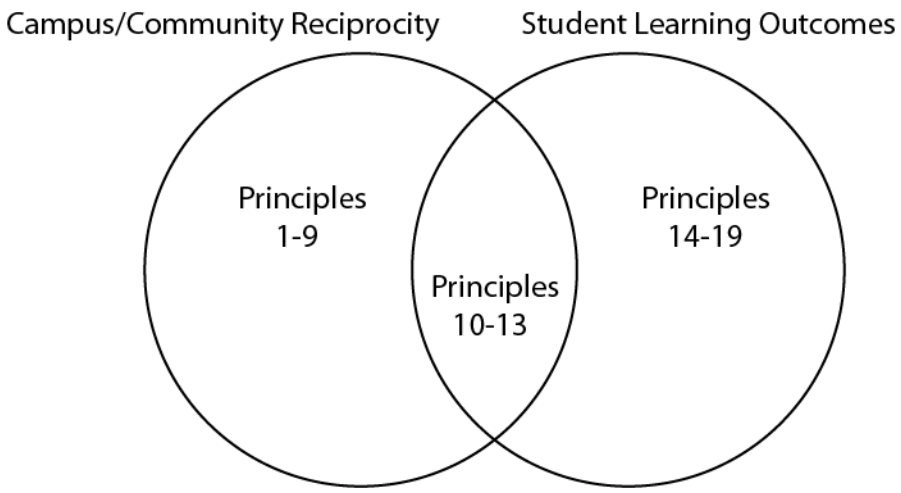
In 1989, after two years of development, with funding from the Johnson Foundation and contributions by 75 regional and national organizations, the National Society for Internships and Experiential Education published *Principles of Good Practice for Combining Service and Learning* (Kendall 40-55). Commonly referred to as the Wingspread principles, they are intended to be "essential components of good practice" (Kendall 39). Although most often cited for academic service learning programs, they were intentionally constructed to apply to a wide

range of programs and are readily applicable to cocurricular civic engagement (Kendall 20).

Another set of principles is offered in the *Service-Learning Course Design Workbook* edited by Jeffrey Howard and published in 2001. The workbook offers an updated version of the Principles of Good Practice for Service-Learning Pedagogy, originally put forward in *Praxis 1: A faculty casebook on community service learning,* printed in 1993 and also edited by Jeffrey Howard (Howard, *Service-Learning Course Design Workbook* 16-19; Howard, *Praxis I* 5-9).

Although the values at the heart of both sets of principles still apply today, the field has continued to develop since they were written. With that in mind, in Box 6 I propose a set of 19 guiding principles for cocurricular civic engagement, which are adapted from the Wingspread Principles and the *Service Learning Course Design Workbook*, but slightly modified to reflect current terminology and perspectives. The modified 19 principles reflect the current use of the term civic engagement to describe this work, an emphasis on asset-based rather than needs-based approaches to community partnerships, and a focus on cocurricular programs.

The 19 principles reflect an effort to combine two complementary strands at the heart of HECE work: reflective, reciprocal community partnerships (principles 1-13) and intentional efforts to maximize the student learning coming out of such engagement (principles 10-19). Although there is significant overlap between the principles, and categorizing them is somewhat artificial, the following diagram provides a model on how the concepts of student learning and community partnerships come together through the 19 principles.

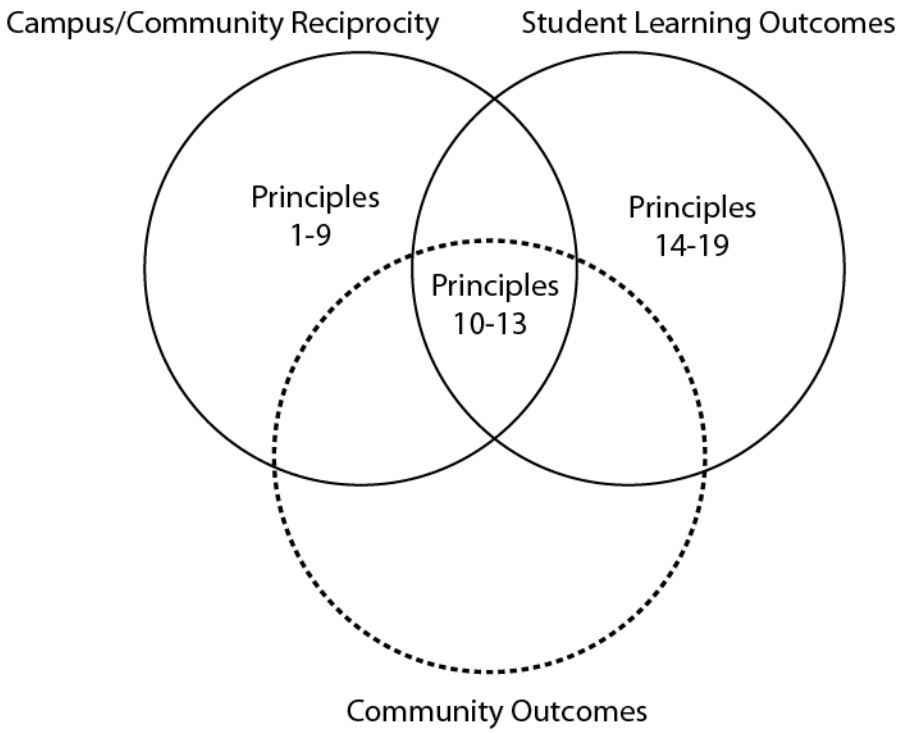


Certain principles can be seen as being particularly focused on supporting reciprocal campus/community partnerships, while others are particularly focused on student learning outcomes, and some clearly fall in the overlap between the two. Taken together, these principles offer a framework for programs as they consider how to meet their aspirations both around campus/community partnerships and student learning.

A Missing Piece

It is worth noting that this proposed set of principles fails to address an issue of ever growing concern for HECE work—specifically, how to assess and maximize outcomes for the community. As of this writing much has been written about the importance of measuring the effectiveness of campus/community projects in addressing community issues. Although there is broad agreement on the importance of assessing community impact, the question of how programs can effectively do so is still largely unanswered, leaving a significant void in the field. Filling that void falls outside the scope of this synthesis, but it is important to recognize its existence as central to the future of HECE work. With that in mind, we might imagine a

placeholder in our visualization of best practices:



As discussions continue to unfold, there may develop a consensus around principles for insuring that community outcomes are being measured and met. For now this synthesis will simply recognize the issue as an important but unresolved aspect of HECE work.

Box 6

Principles of Good Practice for cocurricular Civic Engagement Programs

Principles adapted from the Wingspread Principles (Kendall 40-55) and the Principles of Good Practice for Service-Learning Pedagogy (Howard, *Service-Learning Course Design Workbook,* 16-19; Howard, *Praxis I*, 5-9)

An effective cocurricular civic engagement program:

1. Engages people in responsible and challenging actions for the common good.
2. Establishes criteria for community partnerships.
3. Takes an asset-based approach and is community driven.
4. Clarifies the responsibilities of each person and organization involved.
5. Recognizes changing circumstances.
6. Expects genuine, active, and sustained organizational commitment.
7. Ensures that the schedule and calendar are appropriate and in the best interest of all involved.
8. Is committed to program participation by and with diverse populations.
9. Includes training, supervision, monitoring, support, recognition, and evaluation.
10. Provides structured opportunities for participants to reflect critically on their experience.
11. Does not compromise on community or educational outcomes.
12. Rethinks the role of staff, community partners, and student peers in promoting learning.
13. Articulates clear service and learning goals for everyone involved.
14. Establishes learning objectives for students.
15. Provides educationally-sound learning strategies to harvest community learning and realize program learning outcomes.
16. Prepares students for learning in the community.
17. Minimizes the distinction between the students' community learning role and learning in other areas of their lives, including academics.
18. Is prepared for variation in and some loss of control of student learning outcomes.
19. Maximizes the learning orientation of the program.

Chapter 6: Basic Concepts of Student Learning and Development

In chapter 4 I discussed principles from the field of student affairs for approaching student learning in cocurricular settings. In chapter 5 I proposed a set of principles for combining civic engagement's duals goal of promoting student learning and fostering reciprocal community partnerships. Both chapters 4 and 5 can be seen as laying a foundation for the efforts of HECE programs to support student learning. In this chapter I add another layer to that foundation by offering four interconnected frameworks for understanding learning which programs can use in their efforts to support high levels of student learning and development. In *Student Learning Outside the Classroom: Transcending Artificial Boundaries* by Kuh et al. the authors lay out a challenge for institutions engaged in just such efforts:

> To enhance institutional productivity and greater levels of student learning and personal development, colleges and universities need to create an ethos that carries the message that inherent in every setting is the potential for learning... The key task for all institutions... is to motivate students to see college as a seamless web of learning opportunities... (100)

For the purposes of this discussion student learning and student development will be considered complementary and intertwined. In *Student Development in College* Evans et al. describe the connections between the two this way:

> We view the separation of learning and development as a false dichotomy... Students' cognitive complexity and preferred learning style have important implications for their

> ability to learn. In addition, students' struggles with psychosocial development have bearing on their learning processes... Clearly, for the individual student, learning and development are not discrete personal dynamics that operate in isolation in easily compartmentalized processes. (39)

Kuh et al. offer a similarly holistic view of student learning and development:

> No single experience, or category of experiences, are precursors of the desired changes in knowledge, skills, and attitudes that occur during college. Rather, these changes appear to result from a set of cumulative, interrelated, and mutually supporting experiences sustained over an extended period of time... In other words, students change as whole, integrated persons; virtually all their academic, nonacademic, in-class, and out-of-class experiences are potentially important to these changes... That is, most important is a student's total level of campus engagement, especially when the academic, interpersonal, and out-of-class experiences are mutually supporting and relevant to a particular educational outcome. (7)

This synthesis cannot offer a comprehensive treatment of student development or student learning theory. But when taken together the four frameworks presented in this chapter offer support for efforts to create the "seamless web of learning" and "mutually supporting experiences" for which Kuh et al. advocate. I selected these concepts because they offer different but interconnected perspectives; each provides a particular value for those seeking to maximize student learning outcomes as they structure programs, advise students, or communicate with

various constituencies.

The four frameworks:

1. In *Where's the Learning in Service Learning* Eyler and Giles make a direct connection between learning and civic engagement and open the path for efforts to try and maximize that learning (Eyler and Giles 14-19).
2. In *Student Learning Outside the Classroom* Kuh, et al. focus on institutional and programmatic characteristics that support student development and learning. These characteristics are especially useful to consider in the development and improvement of program structures and policies (Kuh et al. iv).
3. *In Student Involvement: A Developmental Theory for Higher Education* Alexander Astin looks at the developmental impact of how students invest their time and energy. This simple but elegant approach provides an excellent starting point in advising individual students (Astin 519).
4. In *Self and Society* Nevitt Sanford looks at both the internal and external factors that shape a student's ability to learn and develop in the face of any given experience. As with the work by Astin, this is particularly useful in advising and supporting individual students in their developmental journeys (Sanford, *Self and Society*, 40-51; Evans et al. 30).

Together the four frameworks span the advising and program management duties of those leading programs, while also drawing clear connections between civic engagement and the educational

mission of higher education.

These frameworks were also selected because of their accessibility for various program constituents, including students and community partners, none of whom are likely to be experts in student development (Evans et al. 1).

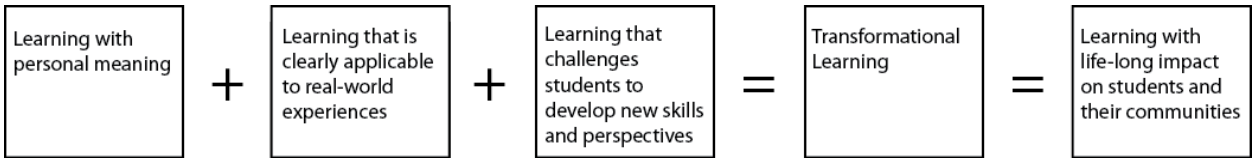
Concept 1) The Connection between Civic Engagement and Student Learning

In *Where's the Learning in Service Learning?* Eyler and Giles succinctly describe principles at the heart of how civic engagement programs contribute to powerful student learning (Eyler and Giles 14-19). To summarize those principles:

1. **Learning begins with personal connections** – Students are motivated to learn when they make personal connections to the concepts and experiences involved.
2. **Learning is useful** – Successful learning involves not just understanding, but also application.
3. **Learning is developmental** – Students are exposed to situations and knowledge that helps them develop new skills and insights.
4. **Learning is Transforming** – These experiences may change how students view themselves and social issues.
5. **Citizenship rests on learning** – What students learn has a direct impact on their ability to engage as active citizens.

These five elements encapsulate the ideal impact that civic engagement can have on student learning and development. Students who are personally invested, see direct value in what

they are doing, and are pushed to develop new skills and perspectives may have truly transformational experiences. It is these transformational learning experiences that they will carry with them throughout their lives. Programs might benefit from thinking about the connections between these elements this way:



As a framework for viewing civic engagement programs, this equation represents both process and outcome as we strive to create experiences that catalyze powerful learning outcomes.

Concept 2) An Organizational Approach to Maximizing Student Learning

Kuh et al., identify organizational characteristics that support college students in making the most of the educational opportunities in their out-of-class time. While the list was originally intended to guide institution-wide policies and structures, it also offers clear starting points for individual programs seeking to promote student learning. Below is an adaptation of the original list set out by Kuh et al., modified to apply to cocurricular civic engagement programs. The numbers listed after each item represent the principles from the original list offered by Kuh et al. which that item summarizes. Hence, item one summarizes principles 3 and 9 from the original list by Kuh et al. The full original list of principles identified by Kuh et al. can be found in Box 7.

Programs that seek to maximize student learning have:

1. An organizational philosophy and ethos that puts learning at the center of activities (3 and 9)
2. A clear and explicit focus on educational outcomes (2, 5, and 9)
3. Specific practices and policies that support educational goals (4 and 6)
4. A clear emphasis on the student experience (4, 6, and 8)
5. A commitment to assessing the success of programs, policies, and initiatives (6)

(Kuh et al, iv)

By keeping these conditions in mind, programs can build support for student learning into their daily practices, procedures, and policies. Doing so establishes student learning as a core component of program culture, and makes it clear to all constituents, including staff, students, and community partners, that student learning is central to the mission of the organization.

Box 7

What Conditions Foster Student Learning Outside the Classroom?

From Student Learning Outside the Classroom by Kuh et al.

1. Clear, coherent, and consistently expressed educational purposes;
2. An institutional philosophy that embraces a holistic view of talent development;
3. Complementary institutional policies and practices congruent with students' characteristics and needs;
4. High, clear expectations for student performance;
5. Use of effective teaching approaches;
6. Systematic assessment of student performance and institutional environments, policies, and practices;
7. Ample opportunities for student involvement in educationally purposeful out-of-class activities;
8. Human scale settings characterized by ethics of membership and care; and
9. An ethos of learning that pervades all aspects of the institution. (iv)

Concept 3) Intensity of Involvement and Student Learning

Alexander Astin explores how the intensity of student involvement with any given activity directly impacts the learning and development associated with the student's experience. Astin lays out five principles of involvement that affect student outcomes:

1. Involvement refers to the investment of physical and psychological energy in various objects. The objects may be highly generalized (the student experience) or highly specific (preparing for a chemistry examination).
2. Regardless of the object, involvement occurs along a continuum; that is, different students manifest different degrees of involvement in a given object, and the same student manifests different degrees of involvement in different objects at different times.
3. Involvement has both quantitative and qualitative features. The extent of a student's involvement with academic work, for instance, can be measured quantitatively (how many hours the student spends studying) and qualitatively (whether the student reviews and comprehends reading assignments or simply stares at the textbook and daydreams).
4. The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program.
5. The effectiveness of an educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement. (Astin 519)

Evans et al. describe Astin's framework this way:

> Rather than examining development, Astin focuses on factors that facilitate development. He argued that for student learning and growth to occur, students need to actively engage in their environment, and educators need to create opportunities for in- and out-of-classroom involvement (31).

Astin's approach is particularly valuable because it offers a framework for reflecting on where and how students are investing their time and energy. This leads to important questions for students to consider. Is what I'm doing moving me towards my goals? Is this level of involvement realistic? Healthy? Sustainable? Am I focusing on what's really important to me, or am I getting pulled off course? In this way, Astin offers a deceptively simple tool for opening up conversations with students—one that encourages them to reflect on the competing demands of their lives and how to balance those demands while pursuing their goals.

Concept 4) Optimal Dissonance and Student Learning

Nevitt Sanford looks at three conditions that impact student development, summarized below:

1. Student readiness: are individuals, because of their personal development or a positive environment, prepared for development?
2. An appropriate level of challenge: too high a level of challenge will overwhelm a student, with a risk that "students can regress to earlier, less adaptive modes of behavior, solidify current modes of behavior; escape the challenge; or ignore the challenge if escape is

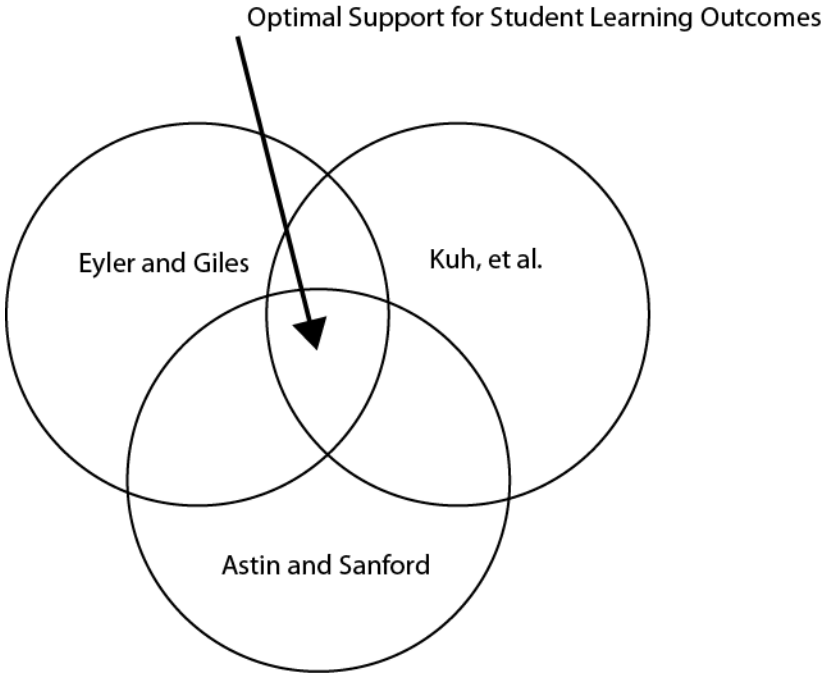
impossible" (Evans et al. 31). Too little challenge, in comparison, may lead to stagnation.

3. Appropriate level of support: the more support available, the more likely students are to successfully meet developmental challenges. (Sanford, *Self and Society*, 40-51; Evans et al. 30)

With these factors in mind, the goal is to create conditions of "optimal dissonance" in which students experience a level of challenge appropriate to their circumstances (Evans et al. 31).

Together, Astin and Sanford's work offer insights for how to approach student advising. Reflecting with students on where they wish to invest their time and energy (Astin's concept of intensity) and the level of challenge they're engaged with (Sanford's concept of optimal dissonance), can help them think through possible ways to balance the often wide-ranging demands, goals and interests they're juggling on a daily basis.

Combining these four frameworks offers the opportunity to create a powerful scaffolding for supporting student development. The illustration below is one way to visualize the concepts coming together and reinforcing each other.



Having reviewed key principles at the core of cocurricular and civic engagement work and introduced framing concepts for understanding student learning, I now turn to the tool at the heart of this synthesis. In the next chapter I propose a step-by-step model programs can use to approach the issue of student learning in a clear, explicit, and realistic way.

Chapter 7: A Four-Step Model for Maximizing Student Learning in Cocurricular Civic Engagement Programs

The model offered here is adapted from *The Service-Learning Course Design Workbook* produced by the Michigan Journal of Community Service Learning (MJCSL) and edited by Jeffrey Howard. Although the original model was intended for planning academic service learning courses, it is readily adapted to cocurricular civic engagement programs. The four steps of the model are:

1) **Identify learning goals**

   In general, what should students learn by participating in the program? Learning goals often represent broad, aspirational categories, such as the importance of being civically engaged, the basics of community organizing, or being familiar with how nonprofit organizations function.

2) **Identify learning objectives**

   Take the broad learning goals and develop specific, achievable objectives that can be measures and assessed, such as a student demonstrating the ability to facilitate a meeting, being able to describe the core functions and operations of a community partner, or effectively communicating their philosophy of civic engagement.

3) **Identify learning strategies**

   What does the program do to promote and support the identified learning goals and learning objectives? Ideally, all aspects of program participation should contribute to

student learning and development. Examples include meetings, training, direct service activities, program management, reflection activities, recognition events, individual advising, and program assessment.

4) **Identify learning assessment methods**

How will the learning be assessed? Typical approaches include student portfolios, surveys, standardized tests, observations, focus groups, and student reflections. (21)

Applying the Model to HECE programs

One of the intentions of this synthesis is to move student learning from being implicit and assumed to being explicit and intentional. Most civic engagement programs already value student learning; this four part planning model provides a way to prioritize and maximize that learning in a clear and strategic way.

In fact, although they may not have traditionally conceptualized it these terms, many cocurricular civic engagement programs begin by focusing on two steps of this model: Step 3 – learning strategies and Step 1 – learning goals, in that order of priority. Programs often start because there is a community need (e.g., voter registration, building homes, or providing after-school activities) and put much of their focus on the direct service activities performed by the students. In the model offered by the *Service-Learning Course Design Workbook*, these activities, along with other aspects of student involvement with the program, serve the role of learning strategies. At the same time, programs often have a real, if general, belief that participation in such work offers students a tremendous opportunity for learning and

development. This belief, however vaguely conceived, fills the place of a learning goal. In contrast, step 2 – identifying learning objectives and step 4 – learning assessment methods, often receive less attention or go completely unaddressed by programs.

All four steps are discussed more in-detail in the following pages. At this point I will also introduce a fictional example in order to help illustrate the process of working through this four-step model. I will return to this example as I move through each of the four steps.

The SUN Program at Sila College

Sila College, a fictional small institute of liberal arts, has a program that places 30 college students as after-school tutors at a local elementary school, serving 50 kindergarten through fifth grade students. The Science for Urban Naturalists (SUN) program teaches the elementary school students about urban environmentalism in a way that also supports their social and academic development. The program has existed for several years and has recently decided to review it's approach to promoting learning outcomes for the college students involved. Having reviewed the foundational student affairs and civic engagement principles in chapters 4 and 5 and familiarized themselves with the frameworks for conceptualizing student learning in chapter 6, they are prepared to work through the four-step planning model offered here. As I move through each of the four steps I will return to the fictional SUN program to demonstrate how each step might work in practice.

Step 1 – Identify Learning Goals

As discussed earlier, the reciprocal nature of HECE programs, and the fact that they take place in the learning-centered environment of higher education, means that programs typically start with the assumption that participation contributes to the learning and development of the students involved. This belief is often reflected in program descriptions or mission statements. For example, Campus Compact describes itself this way; "Our job at Campus Compact is to educate college students to become active citizens who are well-equipped to develop creative solutions to society's most pressing issues. (Campus Compact "About Us")" In many ways these statements fill the role of "learning goals", broadly describing how participation in a program will contribute to the learning and development of the students involved. As programs move forward many will likely find it beneficial to develop more explicit learning goals, ones that are built on existing program values but with a clearer connection to their systematic efforts to promote student learning.

In developing their learning goals programs may benefit from considering the work by Eyler and Giles described in chapter 6 of this synthesis. The five elements Eyler and Giles identify can be transformed into guiding questions when developing learning goals. Do the proposed learning goals:

1. Recognize the importance of personal connections in promoting student learning?
2. Connect the learning to both understanding and application?
3. Reflect an appreciation of student development over time?

4. Embrace the potentially transformational nature of these experiences?
5. Encourage students to connect their civic engagement experiences to their role as active citizens?

No single learning goal is likely to meet all of the above criteria. Instead, programs can adopt multiple learning goals that collectively embrace the unique potential civic engagement offers to foster transformational experiences for students.

As a starting resource, two models of learning goals are offered below. The introduction to the Wingspread principles, discussed in chapter 4 and printed in *Combining Service and Learning*, by Jane C. Kendall and Associates, includes a list of outcomes (Box 8) for service-learning participants that, with slight adjustments, could serve as a starting point for many programs as they begin developing their learning goals. In addition, the *Service Learning Course Design Workbook* edited by Jeffrey Howard offers a set of learning goals (Box 9) intended for academic service-learning, all of which could be applied to cocurricular civic engagement.

The SUN Program

Returning to our example of the fictional SUN program, after discussing a number of possible approaches to selecting learning goals the program has decided to adopt at least some of those offered by the Wingspread practices. The program is especially interested in supporting students in reaching goal 6 on the Wingspread list: "Understand problems in a more complex way and imagine alternate solutions." Although eventually the SUN program will have to address all of their learning goals, for the sake of this example the program will focus on goal 6 as they move

through the rest of the four-step model.

Box 8

Learning Outcomes from *Combining Service and Learning*

The frequent results of the effective integration of service and learning are that participants:

1. Develop a habit of critical reflection on their experiences, enabling them to learn more throughout life,
2. Are more curious and motivated to learn,
3. Are able to more effectively contribute to their communities (adapted from the original, which is "Are able to perform better service," to reflect more current terminology),
4. Strengthen their ethic of social and civic responsibility,
5. Feel more committed to addressing the underlying problems behind social issues,
6. Understand problems in a more complex way and imagine alternate solutions,
7. Demonstrate more sensitivity to how decisions are made and how institutional decisions affect people's lives,
8. Respect other cultures more and are better able to learn about cultural differences,
9. Learn how to work more collaboratively with other people on real problems,
10. Realize that their lives can make a difference (38).

Box 9

Categories of learning from the *Service Learning Course Design Workbook*

edited by Jeffrey Howard

1. **Academic Learning** – learnings that are academic in nature that help students understand and be prepared for involvement in the community.
2. **Democratic Citizenship Learning** – learnings related to being an active citizen that prepare students for involvement in the community.
3. **Diversity Learning** – learnings related to multi-culturalism that prepare students for involvement in diverse communities.
4. **Political Learning** – learnings related to the political arena that prepare students for involvement in the community.
5. **Leadership Learning** – learnings about leadership issues that prepare students for community accomplishment.
6. **Inter- and Intra-Personal Learning** – learnings about oneself and others that prepare students to work better with other citizens.
7. **Social Responsible Learning** – learnings that teach people about their personal and professional responsibility to others.

Step Two – Identify Learning Objectives

As discussed earlier, many programs already have, at least informally, broad learning goals and general learning strategies, and across higher education there is a growing focus on assessment. What are often missing for cocurricular civic engagement efforts are specific, clear learning objectives which, in the model offered here, create a bridge from the broader learning goals to the concrete learning strategies, thereby creating the necessary conditions to assess student learning in a systematic way. Without specific learning objectives that are clearly understood by students, staff and community partners, general learning goals often remain vague and unrealized, which often results in program activities not realizing their full potential as learning strategies. In addition, student learning may remain too vague and ill-defined to be effectively assessed.

Combining Service and Learning, by Jane C. Kendall, cites learning objectives as a key element of programs that move beyond simply exposing students to the community to deeply engaging them in powerful experiences (italics and quotations in the original piece, emphasis added):

> **Perhaps the most conspicuous difference between engagement and exposure programs lies in program objectives. Engagement programs have detailed, explicit, and comprehensive objectives**. Engagement programs move beyond rhetoric. Their objectives are concrete: to learn about a community need and/or social service agency; to develop skills in organizing activities and solving problems; to understand the principles

and practices of helping others in a social service setting; to examine the social implications of certain practices in society.

By contrast, the objectives of an *exposure* program might typically be 'to allow students an opportunity to serve the community' or 'to broaden students' horizons.' These are not unworthy goals; **they are just not specific, concrete, or ambitious**. Elegant statements of purpose without detailed and explicit objectives are... camouflage. Engagement service programs proceed from reasonable but ambitious, concrete objectives – not from rhetoric.

Engagement programs are intellectually demanding. Students are asked not only to feel, but to think. They are asked to think about social problems, social policies, and personal feelings... (68)

There is an extensive literature about the use of learning objectives both in academic course design and student affairs programming. In fact, establishing learning objectives is, in principle, one of the initial steps in developing academic courses and cocurricular programming (Suskie 38). However, my research turned up little about the use of learning objectives specifically for cocurricular civic engagement programs.

Resources for developing specific learning objectives range from the very simple to the very complex. Many refer to Bloom's Taxonomy of Educational Objectives, developed in 1956 and Bloom's Revised Taxonomy, developed in 2000 (Anderson and Krathwohl, Gronlund and Brookhart, Marzano and Kendall). A quick search on the internet of "writing student learning objectives," finds numerous tools intended to aid faculty in course design. Similarly, a search for

"writing student learning objectives student affairs" finds a wide range of resources for those working with cocurricular programs. Although the specifics of the various tools vary widely, most of them include certain basic elements:

1. The educational/development activity
2. The identified learning outcome, and
3. How that outcome will be measured.

Box 10 offers a simple process for programs seeking to develop learning objectives that include each of the three elements.

At this point we will return to our fictional example of the SUN program. Having decided to focus particular attention on the learning goal that students participating in the program will "understand problems in a more complex way and imagine alternate solutions," the program now wants to develop at least one explicit learning objective for realizing that goal.

SUN's initial attempt to complete the sentence in step B of Box 10 leads to this first draft learning objective: *As a result of participating as a tutor the student will care more about the challenges facing education and know some approaches for addressing them as measured by a survey.* This catches the general spirit of what the program is aiming for, but clearly needs to be refined. Looking at the questions in step C, SUN decides to add more specific details to the learning objective.

The second draft of SUN's learning objective reads: *After successfully completing two semesters as a tutor for the SUN program, the college student will care more about the challenges*

facing the public K-12 school system, know at least three specific approaches currently being implemented to address them and advantages/disadvantages of each as measured by a written survey at the end of the second semester.

Having tried to add some measurable details—at least two semesters of involvement and clearer expectations about what the student will know, they move on to step D, incorporating action verbs. They notice that "know," a somewhat vague word, is listed as a word to avoid, and "care" is neither listed as an action verb or a verb to avoid. While there are, in fact, ways to measure "caring" and "knowing," in order to be more explicit the program decides to incorporate terms from the recommended list. The resulting draft reads: *After successfully completing two semesters as a tutor in the SUN program the student will be able to identify at least three challenges facing the public K-12 school system and compare the advantages/disadvantages of at least three specific approaches to addressing those challenges, as measured by a written survey at the end of the second semester.*

By changing "care" to "identify" the standard becomes much easier to measure. Yet to carry this example forward, let's imagine that the program team working on this process has some concerns about moving from "care" to "identify." Whether or not students care about community issues and how that care is manifested potentially impacts not only the amount of time and energy they invest in the program in the immediate, but also the long-term learning outcomes they are likely to gain from their experiences (Fink 32). Does using the word "identify" mean that the issue of whether or not students actually care about the issues is overlooked? The team

reflects on this question and decides to use the updated version (with identify rather than care) but to continue the discussion of how to best incorporate the concept of caring into either the broader program goals or the specific learning objectives.

It is important to note that the approach to developing learning objectives offered here is intentionally brief, with the goal of providing programs with a simple but useful process. Those interested are encouraged to delve deeper into the concept of learning objectives; a number of the works cited, including those referenced in Box 9, can serve as useful starting points.

Note also that the example offered here attempts to recognize the challenges of connecting the real-world complexities of civic engagement programs to something as prescribed and formulaic as a learning objective. Indeed, there are a number of challenges to developing and using learning objectives. In practice, no single learning objective is likely to adequately reflect many of the broad, aspirational goals of programs. In addition, learning objectives will need to be continually revisited to assess their efficacy and to ensure they reflect the changing nature of programs.

These challenges reinforce the importance of starting with the broad learning goals as identified in step one, which provide the vision and guiding values that specific learning objectives attempt to operationalize. Inevitably there will be tension between the two. Ideally that tension serves to promote continual reflection and development, as programs strive to be true to their ideals while also measuring their actual impact.

Box 10: **Developing Learning Objectives**

Completing the following items will assist programs in developing basic learning objectives with the following three components:

1. An educational/development activity

2. An identified learning outcome, and

3. How that outcome will be measured.

A) This objective is linked to the following learning goal(s):
_____

B) Complete the following sentence:

As a result of participating in_____the student will be able to _____as measured/demonstrated
by_____.

Programs are encouraged to make their sentences as detailed and specific as possible.

C) After drafting a learning objective by completing the sentence above, review the result and answer the following questions:

Is learning being demonstrated? yes/no
Is the outcome important/worthwhile? yes/no
Is it detailed and specific? yes/no
Is it measurable? yes/no

If the answer to any of the questions is no, continue revising and reviewing the learning objective.

D) Incorporate Action Verbs

Certain verbs lend themselves more easily to measurement, while others tend to be more difficult to quantify. A list of recommended verbs and verbs to consider avoiding can be found in Box 11. Review your learning objective and attempt to incorporate verbs that make it as clear as possible.

(Office of the Dean of Students; Office of Distance Learning 8-17; "Service Area Student Learning Outcomes")

Box 11**: Action Verbs for Learning Objectives**

Verbs to Avoid

Appreciate
Become aware of
Become familiar with
Believe
Complete
Comprehend
Consider
Develop an awareness of
Discuss
Empathize with
Experience
Fill in
Internalize
Know
Learn about
Realize
Understand

Suggested Verbs

Abstract
Activate
Acquire
Adjust
Analyze
Appraise
Arrange
Articulate
Assemble
Assess
Assist
Associate
Breakdown
Build
Calculate
Carry out
Catalog
Categorize
Change
Check
Cite
Classify
Collect
Combine
Compare
Compute
Contrast
Complete
Compose
Compute
Conduct
Construct
Convert
Coordinate
Count
Criticize
Critique
Debate
Decrease
Define
Demonstrate
Describe
Design
Detect
Develop
Differentiate
Direct
Discuss
Discover
Discriminate between
Distinguish
Draw
Dramatize
Employ
Establish
Estimate
Evaluate
Examine
Explain
Explore
Express
Extrapolate
Formulate
Generalize
Identify
Illustrate
Implement
Improve
Increase
Infer
Integrate
Interpret
Introduce
Investigate
Judge
Limit
List
Locate
Maintain
Manage
Modify
Name
Observe
Operate
Order
Organize
Perform
Plan
Point
Predict
Prepare
Prescribe
Produce
Propose
Question
Rank
Rate
Read
Recall
Recommend
Recognize
Reconstruct
Record
Recruit
Reduce
Reflect
Relate
Remove
Reorganize
Repair
Repeat
Replace
Report
Reproduce
Research
Restate
Restructure
Revise
Rewrite
Schedule
Score
Select
Separate
Sequence
Sing
Sketch
Simplify
Skim
Solve
Specify
State
Structure
Summarize
Supervise
Survey
Systematize
Tabulate
Test
Theorize
Trace
Track
Train
Transfer
Translate
Update
Use
Utilize
Verbalize
Verify
Visualize
Write

("Action Verbs for Learning Objectives;" "Objectives;" "Tips on Writing Learning Outcomes")

Step Three – Identify Learning Strategies

The *Service-Learning Course Design Workbook* describes a learning strategy as "a method for achieving one or more learning objectives" (21). In a curricular setting this includes all the activities students participate in as part of a course including, among other possibilities, class discussions, readings, field work, research, presentations, and written assignments. Although the learning strategies are likely to look different in cocurricular civic engagement, the fundamental concept still applies. In the case of civic engagement the learning strategies include all of those experiences students have with a program that potentially contribute to their learning and development. This step in the planning model is where programs make the connections between concrete student experiences and the desired student learning outcomes clear and explicit.

The series of questions in Box 12 are intended to walk programs through the process of identifying learning strategies.

Box 12

Questions for Identifying Program Learning Strategies

1) Are the learning goals and objectives clearly reflected in the policies, processes, and structure of the program? For example:

1a) Are the learning goals and objectives explicit in how the program operates, including both policy and practice?

1b) When are students first introduced to the learning goals and objectives of the program?

1c) How are those learning goals and objectives explicitly and implicitly re-visited and reinforced throughout the student experience?

1d) Are all of the program constituents (students, faculty, staff, and community partners) fully engaged with and invested in the program's learning goals and outcomes?

2) What are the various ways students interact with the program and how are those interactions tied to student learning outcomes? Programs can answer this question by:

2a) Listing all of the interactions the program has with participating students.

2b) Looking at the list of activities, and thinking of each as a learning strategy, connect each activity to specific learning goals and objectives.

3) Are there ways to support learning for students at multiple levels of involvement and development? For example:

3a) Are there "typical" levels of involvement for students engaged in the program?

3b) If so, what are the challenges associated with each level of involvement?

3c) What supports are available for each level of involvement?

Let me take each question in turn, returning to our example of the fictional SUN program to help illustrate the process.

Question 1: Are the learning goals and objectives of the program clearly reflected in its policy, process, and structure?

Following the work of Kuh, et al. around student learning (chapter 6) this question prompts programs to examine the alignment between their learning goals and objectives and their policies and procedures. Box 13 is provided to help programs as they think through their answers to this question. Returning to the example of the SUN program, their responses to this question can be found in Box 14.

Box 13

Question 1: Are the learning goals and objectives of the program clearly reflected in the program's policy, process, and structure?

Sub-Questions	Answers	Possible Improvements
Are the learning goals and objectives explicitly reflected in how the program operates, including both policy and practice?		
When are students first introduced to the learning goals and objectives of the program?		
How are those learning goals and objectives explicitly and implicitly re-visited and reinforced throughout the student experience?		
Are all of the program constituents (students, faculty, staff, and community partners) fully engaged with and invested in the program's learning goals and outcomes?		

Box 14

Question 1: Are the learning goals and objectives of the program clearly reflected in the program's policy, process, and structure? – Completed for the SUN program

Sub-Questions	Answers	Possible Improvements
Are the learning goals and objectives explicitly reflected in how the program operates, including both policy and practice?	The importance of student learning is mentioned on the website and in the program handbook, but buried among several other items. It's unknown if the importance of these sections is clear, or if students actually read them.	The importance of student learning as a key outcome is highlighted prominently in ALL program materials.
When are students first introduced to the learning goals and objectives of the program?	Students are briefly introduced to the learning goals and objectives in an initial training session at the beginning of the semester but don't see them again explicitly until completing a survey at the end of each semester.	Staff and student leaders develop activities and reflection tools to incorporate explicit discussion of the learning goals and objectives throughout the semester.
How are those learning goals and objectives explicitly and implicitly re-visited and reinforced throughout the student experience?	Though it might come up in passing conversation, community partners are never formally engaged around the topic of student learning or directly invited to participate in planning and discussion around the topic.	Community partners are given information about learning goals and objectives and invited to actively participate, based on their time and interest, in discussions and planning around student learning outcomes.
Are all of the program constituents (students, faculty, staff, and community partners) fully engaged with and invested in the program's learning goals and outcomes?	Student leaders receive the same basic information about learning goals and objectives as new tutors. They are never actively engaged in supporting the learning of their peers, nor is there any formal recognition that their investment in the program will impact their learning.	The program begins actively engaging student leaders both in supporting learning outcomes for their peers and, using the work by Sanford and Neville discussed earlier, reflecting on how their high levels of commitment to the program are impacting their own learning outcomes.

Question 2: What are the various ways students interact with the program and how are those interactions tied to specific learning outcomes?

Having examined general policies and structures, the next step for programs is to consider the specific ways they engage students and how those activities contribute to student learning outcomes.

Continuing the example of the SUN program, their planning team generates a list of ways the program interacts with students, which can be found in Box 15.

Box 15

SUN Program's Interactions with students

Activities that involve all students:

- Initial publicity to recruit students (fliers, website, social media, events)
- Interviews of students interested in joining the program
- General tutor training at the beginning of the fall and spring semesters
- Weekly program meetings/reflections between student leaders and student tutors
- Weekly tutoring activities – typically 2-3 times per week, 10 weeks each semester
- Weekly email from program staff/leaders to all tutors
- Student leader and student tutor interaction with parents of participating children
- Student leader and student tutor interaction with community partner staff
- Periodic site visits by program staff to see the program in action
- Special event days bringing children in the program to campus; one in the fall and one in the spring
- End of semester celebrations and reflection sessions in the fall and spring
- End of semester survey completed by all students in the fall and spring
- Email and social media contact with students during winter and summer breaks

Activities specific to student leaders:

- Student leader retreat at the beginning of the fall and spring semesters
- Weekly meetings between program staff and student leaders
- Interviews for students applying for leadership positions – interviews take place in the spring semester, students begin their new positions the following fall

Informal Interactions:

- Writing letters of recommendations for students
- Responding to questions/concerns/suggestions from student leaders/tutors
- Staff and student leaders responding to struggling student leaders and tutors
- Informal interactions between various program constituents (students, staff and community partners)

The key to transforming interactions into learning strategies is connecting them to program learning goals and learning objectives. To continue the example of the SUN program, Box 16 illustrates the connections between specific program learning strategies and the learning goal and learning objective already identified for the program. There are several considerations to keep in mind when examining the example offered in Box 16.

In the model offered here the learning strategies are intentionally connected to both the program's learning goals and the learning objectives. As discussed earlier, simply focusing on learning goals, which are often broad and aspirational, may make it difficult if not impossible to measure student-learning outcomes. At the same time, simply focusing on learning objectives risks missing the forest for the trees—programs become so focused on specific outcomes that the original intent behind them is lost. Connecting learning strategies to both learning goals and learning objectives allows programs to ensure they are developing concrete measures of student learning while also remaining true to their core values.

The second consideration to keep in mind is that most programs will have multiple learning goals and learning objectives. The connection between a learning strategy and the various learning goals and objectives of a program will vary. Some strategies will only connect to one goal or strategy, while other strategies might lead to a number of different outcomes.

Third, this model assumes that programs are already familiar with the fundamentals of reflection and embrace it as essential element of civic engagement efforts. As ever, reflection is essential in supporting student development and learning (*Campus Compact's Introduction to*

Service Learning Toolkit 81-98; Canada and Speck 35-43; Chisholm; Eyler and Giles 171-177; Eyler, Giles and Schmiede). In fact, in many ways this proposed model simply seeks to help programs reach the goals of reflection in a more structured and strategic way than they might currently be doing.

Box 16: Connecting Specific Learning Strategies to Learning Goals and Objectives for the SUN Program

Learning Goal: Understand problems in a more complex way and imagine alternate solutions.
Learning Objective: After successfully completing two semesters as a tutor for the SUN program the student will be able to identify at least three challenges facing the public K-12 school system and compare the advantages/disadvantages of at least three specific approaches to addressing those challenges, as measured by a written survey at the end of the second semester.

Learning Strategy	Connection to identified learning goal	Connection to identified learning objective
Initial publicity to recruit students (fliers, website, social media, events)	Materials will mention that the program not only engages students in direct service, but also emphasizes understanding complex social issues	Materials emphasize that the program is especially appropriate for those interested in learning about issues facing K-12 education
Interviews of students interested in joining the program	Students are asked questions that encourage them to connect their interest in the direct service activities of the program to larger social issues	Students are given examples of initiatives in K-12 and asked for their initial thoughts/responses
General tutor training at the beginning of the fall and spring semesters	Training includes an issue mapping exercise to help students recognize the complexity of social change	Training includes an overview of specific challenges facing the K-12 system and how the work of the program and its community partners are intended to respond to those challenges
Weekly meetings between student leaders and student tutors	During meetings students are encouraged to reflect on the connections between their service activities and broader social issues.	Meetings include materials and discussions connecting the direct service experiences to specific issues facing the K-12 system.
Weekly program emails to all participating college students	Updates include interesting resources about social issues, and information on campus/community events students are encouraged to attend	The email also includes resources/tools connected to specific K-12 issues
End of semester celebrations and reflection sessions in the fall and spring	They include a speaker and activities encouraging students to make connections between their experiences and broader social issues	Students are asked to reflect on the success of the program and its community partners in responding to the challenges they are trying to address
Student leader retreat at the beginning of the fall and spring semesters	The retreat pushes leaders to connect their more intensive experiences with the program to complex social issues	Leaders engage in a discussion about strengthening and improving the program's efforts to address specific issues facing the K-12 system
Weekly meetings between program staff and student leaders	Meetings include a discussion of how to support tutors in connecting their experiences to broader social issues	Meetings include planning how to lead discussions with tutors around specific education issues
Various unstructured interactions between program staff/leaders and tutors	Staff/leaders encourage tutors to connect their program experiences to broader social issues	Staff/leaders encourage tutors to connect their personal experiences in the program to the K-12 issues the program seeks to address

Question 3: Are there ways to support learning for students at multiple levels of involvement and development?

As discussed in the review of the work by Neville and Sanford (chapter 6), a student's ability to learn and develop in a given situation is influenced by a number of factors, including the intensity of their involvement, their readiness, the level of challenge, and the amount of support available. With that in mind, it can be valuable to consider how the various levels of involvement and development of participating students might impact the way a program implements its learning strategies.

To continue our example, the fictional SUN program identifies five broad levels of student involvement. Although these stages overlap in various ways, they also have certain unique characteristics:

1. New tutors; those in their first semester of tutoring in the program.
2. Established tutors; those with two to three semesters of experience tutoring in the program.
3. Experienced tutors; those with four or more semesters of experience tutoring in the program.
4. New student leaders; those in their first semester of a formal leadership position.
5. Experienced leaders; those with two or more semesters of experience in a formal leadership position.

These five levels of involvement can be combined with the concepts of challenge, support, and readiness in a grid that illustrates the connections of the various elements. Box 17 represents the connections for the fictional SUN program.

Box 17 Levels of Commitment, Challenges, and Support for the SUN program

Level of Involvement	**Challenges**	**General Support**	**Considerations for students at various levels or readiness**
All students	Involvement in the program takes place in the broader context of a student's life, which might include coursework, relationships with family and friends, jobs, other cocurricular activities, health issues and financial challenges.	Program staff and student leaders are trained to recognize warning signs that students are struggling, and offer support. They are also familiar with the range of campus support services and policies and prepared to make referrals as appropriate.	Some students struggle with ongoing issues or specific crises, and program staff and student leaders juggle the often conflicting imperatives of supporting students while also meeting the program's commitment to the community.
New tutors	These students face a broad array of challenges as they first become familiar with the program. These might include learning the basics of tutoring, managing the time and energy commitment of being a tutor, working on a team with other tutors and learning about the community.	Initial training to help prepare them; special meetings with and attention from student leaders and program staff.	Some students may realize that they aren't ready to make the commitment required for the program; they are given an opportunity to leave in a healthy and positive way. Students who excel in their first semester are encouraged to take on special projects.
Established tutors	These tutors have become comfortable with the basics of their role. They might face challenges in deepening their skills in general or addressing certain skill areas. These can include both skills directly related to tutoring, such as working with English language learners, or more general skills, such as working well with the rest of the tutoring team.	Regular supervision and check-ins with peers, student leaders and program staff.	Students who have made it past their first semester but are still struggling with the basics of their role are connected with experienced tutors who provide feedback and peer support. Tutors who excel are encouraged to take on additional challenges, such as coaching peers, working with struggling children or preparing to take on a leadership position.

Box 17 continued

Levels of Commitment, Challenges, and Support for the SUN program

Level of Involvement	**Challenges**	**General Support**	**Considerations for students at various levels or readiness**
Experienced tutors	These tutors are familiar with the routines of the program, but may face challenges in staying interested and engaged, and can be encouraged to set continuing developmental goals for themselves. They can also take on special projects based on their skills and interests.	These tutors have established relationships with student leaders, peers, program staff and community partners, and act as support for new tutors.	Tutors with this level of experience who are having issues may be struggling with specific life challenges, and require unique intervention plans. Tutors at this level who are excelling are encouraged to take on increasing leadership roles or more challenging projects.
New leaders	The transition from tutor to leader is associated with a number of challenges; supervising peers, developing new leadership skills, working more directly with community partners and families, and managing the increased commitment of time and energy, among many others.	There is an established training and support plan for new student leaders, matching them with experiences leaders and providing extra opportunities for them to reflect on their new roles.	Students who take on leadership roles but realize that, for whatever reason, they can't follow through with them are given a graceful way to withdraw from their new positions, without feeling ostracized from the program. Student leaders who excel are encouraged to become increasingly involved in directing the program.
Experienced leaders	Experienced leaders are challenged to continue developing their skills and experiences, support students at all other levels of involvement, work closely with community partners and program staff, and manage their increasing program responsibilities.	Experienced leaders provide a powerful peer support network for each other, and are also familiar with the wide range of support services on campus.	Experienced student leaders who are struggling are encouraged to make decisions that are healthy for them, even if it means taking a break from the program. Student leaders who excel at this level are actively shaping and directing the program in strategic ways.

There are several things to keep in mind when considering this example. The chart attempts to summarize a broad range of possible situations. In reality each situation will be influenced by many factors, including the needs of the specific students, the needs of the program, the needs of the community, and campus and program policies. This example also assumes a relatively consistent progression as students move through the increasing levels of involvement, which may not be the case for all programs. Even if the reality for most programs departs from this depiction, summarizing the range of factors impacting student learning in a clear and concise way opens the door for strategic discussions about supporting students at various levels of readiness in their developmental process.

Having considered the learning goals, objectives and strategies of a program, we now turn to the final step in the planning model, assessing the learning taking place.

Step 4 – Learning assessment methods

Having set broad learning goals, connected those goals to specific learning objectives, and then connecting the goals and objectives to specific strategies, programs must then assess actual student learning outcomes. How do we ascertain what students have learned from their experiences, and how do the results compare to those intended by the program?

There is certainly value in the increased focus on assessment that has followed from the current pressure on higher education to demonstrate student learning outcomes. Aspirational goals without assessment risk being lost in the day-to-day realities of running a program, in which getting things done takes precedence over knowing if they are done well. At the same time, assessment for the sake of assessment, without being grounded in broader goals, risks becoming formulaic and pointless, one more report to be completed and forgotten.

Hence, planning assessment should come after programs have identified learning goals and objectives and then connected them to learning strategies. Programs that have not worked their way through the first three steps of the model will find themselves struggling to figure out what exactly they are trying to assess. Without a clear concept of what is being measured it is all but impossible to develop effective assessment tools.

There is extensive literature about assessing student learning, both in general and in relation to civic engagement programs, far beyond what can be adequately addressed here (Colby et al. 258-275; Driscoll and Wood; Hernon et al.; Marzano et al.; Serban and Friedlander; Stevens and Levi). Given the goal of this synthesis to provide practical starting points for programs, the

discussion here will provide an introduction to a number of resources available for planning and implementing assessment of student learning. Together the resources offered represent a library of essential reading that will meet the basic needs of most civic engagement programs while also offering paths forward if they desire to deepen and expand their assessment efforts. After reading the summaries provided here programs are encouraged to review the discussed resources more in-depth as they develop their assessment strategy.

Consistent with the general approach to this synthesis, I find it helpful to start with some guiding principles that can frame how programs approach the concept of assessment. In 1992 the American Association of Higher Education (AAHE) identified nine Principles of Good Practice for Assessing Student Learning. The principles serve as "starting places for how to think about assessment," and emphasize a strategic, comprehensive approach that is intentional and committed, rather then episodic and haphazard. The principles are excerpted in Box 18.

Box 18 American Association of Higher Education

Principles of Good Practice for Assessing Student Learning

1. The assessment of student learning begins with educational values. Assessment is not an end in itself but a vehicle for educational improvement. … Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.
2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time. Learning is a complex process.... it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods...
3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes…It entails comparing educational performance with educational purposes and expectations...from the institution's mission...and from knowledge of students' own goals… Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.
4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes...to improve outcomes, we need to know about student experience along the way…
5. Assessment works best when it is ongoing, not episodic...Though isolated, "one-shot" assessment can be better than none… The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.
6. Assessment fosters wider improvement when representatives from across the educational community are involved. Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. … Thus, understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.
7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about. … It means thinking in advance about how the information will be used.
8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change. Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at.
9. Through assessment, educators meet responsibilities to students and to the public. … our deeper obligation-to ourselves, our students, and society-is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement. (Hutchings, Ewell and Banta)

Getting Started

Having reviewed the general guidelines laid out by the AAHE, programs would benefit from reading *Assessing Student Learning: A Common Sense Guide,* by Linda Suskie, which provides an excellent, accessible overview of the basics of assessing learning in addition to providing a number of specific tools and resources. Suskie's advice to programs as they begin their assessment efforts is especially trenchant:

- **Set priorities**...Because we want students to learn, grow and develop in so many ways, the prospect of assessing every aim can be overwhelming...Calm your fears by recognizing at the outset that you don't immediately need to assess everything...It's better to do a few assessments well then many poorly.
- **Start small.** Because quick results can help build enthusiasm for assessment...begin with small-scale assessment projects that...can expand later...
- **Start by focusing on important goals.** Begin by assessing only those learning goals that you and your colleagues feel are most important—perhaps no more than three to six. Once you are comfortable assessing them, you can begin assessing others.
- **Start with the easier assessments.** Focus initially on assessing those aspects of a program that you can assess most effortlessly...recognize that some important goals may be difficult or impossible to assess; acknowledge and honor them, but put them aside for now.
- **Focus on assessment tools and strategies that yield the greatest dividends for the time and resources invested.**

- **Keep things simple**...The more complicated assessments are, the more precious time they consume. Keep things as simple as possible!
- **Start with what you have.** Maximize the use of existing information before creating or purchasing new tools...
- **Conduct only useful assessments.** The most important characteristic of good assessments is that they are used to inform important decisions on important goals...Don't undertake any assessment unless you have a clear sense of the audiences for its results and how the results will inform important decisions.
- **Have realistic expectations for quality**...it might be wonderful if assessments consistently met the standards for publication in peer-reviewed research journals. But realistically most...don't have the time—or interest—to do this...Aim not for replicable, generalizable research but for results that are simply good enough and relevant enough to use with confidence... (87-89)

Suskie's advice is clearly focused on managing the practical challenges of getting an assessment process started. Obviously programs that have the resources and interest in conducting replicable research are free to do so. But for most programs the initial goal is simply to gather and analyze useful data and then use that data to support their continual improvement efforts.

Basic Tools

Every civic engagement program should have *Assessing Service-Learning and Civic*

Engagement: Principles and Techniques, by Sherril B. Gelmon, et al., as part of their resource library. The book walks through the basics of assessing the impact of civic engagement on students, faculty, institutions and the community. In practice this book will give most programs all the resources they need to initiate a basic assessment process.

Gelmon et al. focus on four tools for assessing student learning that are especially applicable for cocurricular programs; interviews, focus groups, observations and surveys. They provide an overview of the advantages and disadvantages of each approach and guidelines and examples for implementing them. Gelmon et al. also provide a discussion and comparison of a number of other methods for programs interested in expanding their approach beyond those four tools.

Joining a Larger Conversation: Resources from the American Association of Colleges and Universities (AAC&U)

For most programs following the principles from the AAHE and using the tools provided by Suskie and Gelmon et al. will meet most of their basic assessment needs. Those that want to take their assessment to a step beyond that would benefit from reviewing work done by the American Association of Colleges and Universities (AAC&U).

In recent years the AAC&U has created a number of resources examining student learning outcomes. These projects include:

AAC&U Resource 1: Liberal Education and America's Promise (LEAP)

Among other elements, the LEAP initiative identified essential learning outcomes for

liberal education and developed a range of resources for understanding and supporting those outcomes. As part of the project individual public and private colleges and universities and entire state systems have adopted the LEAP outcomes as their institutional learning outcomes (*LEAP Vision for Learning*). The LEAP outcomes can be found in Box 19.

Box 19
From the *LEAP Vision for Learning: Outcomes, Practices, Impact and Employers' Views*

The LEAP Essential Learning Outcomes
Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

Knowledge of Human Cultures and the Physical and Natural World
- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, Including
- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility, Including
- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

Integrative and Applied Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems (7)

The LEAP initiative can be useful to civic engagement programs in a number of ways. First, LEAP recognizes "community-based learning" as a "high impact" education practice, thus recognizing it's potential for effectively promoting learning outcomes for students. Although the

emphasis in the materials is on academic service learning, there is also a clear connection to cocurricular civic engagement.

Second, as listed in Box 19, one of LEAP's four essential learning outcomes is "Personal and Social Responsibility," including "civic knowledge and engagement—local and global." This clearly applies directly to cocurricular civic engagement programs, and supports the concept that they contribute to important learning outcomes.

Third, the LEAP essential learning outcomes in general can easily serve as the basis for the learning goals or objectives of civic engagement programs. Programs adopting the LEAP Essential Learning Outcomes have the benefit of joining an established national model that has been vetted, piloted and adapted by institutions across the country, and which come with a range of additional tools and resources.

AAC&U Resource 2) Valid Assessment of Learning in Undergraduate Education (VALUE)

The VALUE project is part of the LEAP initiative and "seeks to contribute to the national dialogue on assessment of college student learning." This includes developing sixteen rubrics for assessing different components of the LEAP essential learning outcomes. One of the rubrics is specifically designed to assess civic engagement, but all sixteen could be used by programs using the LEAP essential learning outcomes or other, similar outcomes. Although the LEAP and VALUE resources are generally intended for use in courses or academic programs, they could be adjusted for cocurricular programs. The sixteen VALUE rubrics are:

1. Inquiry and analysis

2. Critical Thinking
3. Creative Thinking
4. Written Communication
5. Oral Communication
6. Reading
7. Quantitative Literacy
8. Information Literacy
9. Teamwork
10. Problem-Solving
11. Civic Engagement
12. Intercultural Knowledge and Competence
13. Ethical Reasoning
14. Foundations and Skills for Lifelong Learning
15. Integrative Learning (Rhodes)

All sixteen rubrics and supporting documents are available for free on the AAC&U website.

In addition to the rubrics, the VALUE project includes resources for the development and use of student e-portfolios to support and assess learning. Portfolios have tremendous potential as assessment tools, although developing and using them may be too resource intensive for most civic engagement programs.

AAC&U Resource 3) A Crucible Moment: College Learning and Democracy's Future

In January 2012 the AAC&U released *A Crucible Moment; College Learning and Democracy's Future*. Written with support from the United States Department of Education, the report calls for a broad and renewed commitment in higher education to "civic learning." The report calls for five "essential actions":

1. Reclaim and reinvest in the fundamental civic and democratic mission of schools and all sectors within higher education
2. Enlarge the current national narrative that erases civic aims and civic literacy as educational priorities contributing to social, intellectual, and economic capital.
3. Advance a contemporary, comprehensive framework for civic learning – embracing US and global interdependence – that includes historic and modern understandings of democratic values, capacities to engage diverse perspectives and people, and commitment to collective civic problem solving.
4. Capitalize upon the interdependent responsibilities of K-12 and higher education to foster progressively higher levels of civic knowledge, skills, examined values, and action as expectations for every student.
5. Expand the number of robust, generative civic partnerships and alliances, locally, nationally, and globally to address common problems, empower people to act, strengthen communities and nations, and generate new frontiers of knowledge. (30)

Clearly these goals are directly in line with those of most civic engagement programs, and offers strong support for the importance of such programs in promoting meaningful student learning

outcomes.

The report also encourages institutions to take a broad approach in promoting and assessing civic learning, and provides a Civic Institutional Matrix to chart the various ways student civic learning in supported on campus. This holistic approach to approaching learning outcomes offers programs an opportunity to connect their assessment efforts to the broader efforts of their institution (*Crucible Moment*).

The work done by the AAC&U can be used to expand and enrich the tools laid out by the AAHE, Suskie and Gelmon et al. by providing a broader context for student learning in higher education, and offering resources for programs interested in incorporating the use of rubrics and student portfolios into their assessment efforts. These approaches may require more time and effort to implement, but have the potential to create a greatly expanded view of student learning. They also have the advantage of being supported by an extensive collection of free tools developed, vetted and distributed by the AAC&U (*LEAP Campus Toolkit*).

More Ambitious Approaches

As mentioned earlier, if approached strategically the practical assessment needs of most programs can be met by relatively simple tools. Beyond that, programs that wish to ground their efforts in a larger context can look to organizations like the AAC&U. Some programs, however, may wish to be even more ambitious and conduct their assessments as part of a formal research project, with the hope of eventually publishing their findings. Programs taking on such efforts may benefit from reading *The Measure of Service Learning: Research Scales to Assess Student*

Experiences, by Robert G. Bringle, Mindy A. Phillips and Michael Hudson.

The Measure of Service Learning is a highly accessible guide for anyone beginning a research-based approach to understanding the impacts of civic engagement on students. It starts with an overview of the research process and the connection between research and practice. Bringle et al. then go on to provide a detailed overview of over 40 standardized research scales for a wide range of student traits and outcomes. As Bringle et al. describe it, a "scale is nothing more than a structured interview on paper. The questions can be open-ended...or the responses can be structured....Once a standardized scale is incorporated in a questionnaire, the questionnaire can be...distributed to potential respondents.." (17). The advantage of using the scales provided by Bringle et al. is that they have been developed and tested over extended periods of time, and have proven records of validity and reliability. Bringle et al. break the provided scales into six categories:

1. Motives and Values
2. Moral Development
3. Self and Self-Concept
4. Student Development
5. Attitudes
6. Critical Thinking

Each category includes a number of applicable scales. Programs can either use the given scales directly, or use the collection as a resource in developing their own tools. Of course, any new

tools created by programs will lack the vetting of those provided by Bringle et al.

The SUN Program

Returning to our example of the fictional SUN program, after reviewing the various resources described in this chapter the program, heeding Suskie's advice to start simple, decides to implement their assessment effort in phases. The program will begin by using the fairly straightforward tools and processes provided by Gelmon et al. and Suskie, piloting them over a two-year period. During that period the SUN program will review the materials developed by the AAC&U and decide whether it would be advantageous to adopt them, and if so, the most practical way to do so. Finally, after the program has an effective, consistent assessment process in place, they will consider whether it is realistic or beneficial to expand that effort into a formal research process, using the tools provided by Bringle et al. or others. At every phase in the process the program will re-visit the Principles of Good Practice laid out by the AAHE (Box 18), to ensure their assessment efforts remain meaningful, effective and useful.

Chapter 8: Conclusion and Next Steps

The Five Questions

In offering the four part planning model (chapter 7), adapted from the *Service-Learning Course Design Workbook*, I hope I have provided a practical starting point for programs trying to address the difficult questions of how to promote, track and support student learning. While there is no "silver bullet," and the process will never be easy, the planning model can help programs break down the monolithic issue of "student learning" into manageable elements that can be addressed in a clear, systematic way. In moving programs from broad learning goals to specific learning objectives, then linking those goals and objectives to clear learning strategies, and hence laying the groundwork for effective assessment, the planning model can help programs identify realistic student learning outcomes and then track their success in reaching those outcomes.

Ideally, moving through this process will provide programs with the information they need to at least begin addressing the questions I introduced in chapter 1. Specifically, how can programs:

1. Maximize the likelihood of student learning?
2. Help students express and reflect on that learning?
3. Avoid transmitting or reinforcing lessons that run directly contrary to their goals?
4. Measure and document what students are learning?
5. Demonstrate their contributions to the educational goals of the institutions in which they

exist?

By linking clear learning goals and objectives to specific student experiences, and then assessing the results, programs can identify where they are reaching their goals and where they aren't; they can learn from practices that are working and improve those that aren't. Programs can also pay special attention to situations in which students aren't learning, or worse, are learning the wrong lessons. Finally, programs can document both their processes and outcomes, and use that documentation to demonstrate the value of their work to their various constituencies.

The Nine Criteria

In chapter 3 I offered nine criteria (Box 2) for programs to consider in their efforts to support student learning. I suggested that such efforts should be:

1. True to the values of student affairs
2. True to the values of civic engagement
3. Informed by an understanding of how students learn and develop
4. Realistic for the resources available
5. Flexible
6. Supportive of the overall goals of a program
7. Dynamic
8. Supportive of program partnerships
9. Continually reviewed and improved

By prefacing the planning model with overviews of principles of student affairs and civic

engagement (chapters 4 and 5) and linking the model to select frameworks for understanding learning (chapter 6), I sought to address criteria 1-3. In providing the example of the fictional SUN program I sought to demonstrate that the planning model can be implemented in a practical, flexible way that is true to the goals and values of a given program, addressing criteria 4-6.

What this synthesis does not do, however, is address criteria 7-9. These criteria, about changes over time to the field of civic engagement, using the process of addressing student learning to also support program partnerships, and continually reviewing and improving approaches to promoting student learning, represent an element of this project I originally intended to include but which I was eventually forced to set aside.

This "missing" section, which would have addressed criteria 7-9, was intended to provide specific tools and processes for programs as they move through the four step planning model in chapter 7. Where chapter 7 talks in vague terms about how a program "decides" or "discusses" or "considers" each of the steps in the planning model, my original ideal had been to provide specific tools, largely pulled from the CCT program, but also from other sources, that programs could use to facilitate the processes and discussions involved with moving through the ideas set forth in this synthesis. These tools would include material from a number of CCT courses, including Action Research, Creative Thinking, Critical Thinking, Dialogue Processes, Problem Based Learning, Reflective Practice and Processes of Research and Engagement. In addition I hoped to incorporate a number of planning tools specifically developed by and for civic engagement programs.

But as time passed, and I moved deeper into the project, it became clear that I would not to able to complete the synthesis as originally conceived. Ultimately I chose to let go of the specific process tools and instead focused on providing a general introduction to the foundational concepts and an overview of the planning model. Hence, I have been able to address items 1-6 on my list of criteria, but items 7-9 remain outstanding.

Next Steps for this Project

Which brings me to the next steps for this project. I would like to move forward on this project in a number of ways:

1) **Complete the "missing" piece** – compile tools and resources programs can use to facilitate the process as they move through the ideas in this synthesis.
2) **Solicit feedback from those in the field** – I hope to share this material with various colleagues involved with this work and ask for their feedback and suggestions for improvements.
3) **Pilot the ideas** – Eventually I hope to either pilot the ideas in this synthesis myself or find a program that would be willing to do so. Then I see the ideas in action, and use the lessons learned from that experience to further improve the ideas offered here.

Over time I hope to continue refining and developing the tools and processes in this synthesis, with the hopes that they will at least improve my own practice, may also prove useful to others, and may ultimately contribute to the field higher education civic engagement in general.

Works Cited

"Action Verbs for Learning Objectives." *Course Development*. The Pennsylvania State University, n.d. Web. 28 May 2012.

Anderson, Lorin W, and David R. Krathwohl. *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman, 2001. Print.

Astin, Alexander. "Student Involvement: A Developmental Theory for Higher Education." *Journal of College Student Development* 40.5 (1999): 518-529. Print.

Astin, Alexander W, and Helen S. Astin. *Leadership Reconsidered: Engaging Higher Education in Social Change*. Battle Creek, MI: W.K. Kellogg Foundation, 2000. Print.

Billig, Shelley H, and Alan S. Waterman. *Studying Service-Learning: Innovations in Education Research Methodology*. Mahwah, NJ: L. Erlbaum, 2003. Print.

Boyte, Harry C. *Everyday Politics: Reconnecting Citizens and Public Life*. Philadelphia: University of Pennsylvania Press, 2004. Print.

Bringle, Robert G, Mindy A. Phillips, and Michael Hudson. *The Measure of Service Learning: Research Scales to Assess Student Experiences*. Washington, DC: American Psychological Association, 2004. Print.

Brown, Robert D. *Student Development in Tomorrow's Higher Education: A Return to the Academy*. Washington, D.C: American Personnel and Guidance Association, 1972. Print.

California State University. *Advancing Community Engagement with Student Leaders: A "How-To" Manual from the California State University*. Long Beach, CA: Center for Community Engagement, 2009. Print

Campus Compact. "About Us." *Campus Compact*. Campus Compact, n.d. Web. 27 May 2012.

Campus Compact. *Deepening the Roots of Civic Engagement: Executive Summary, 2011 Annual Membership Survey.* Boston: 2012.

Campus Compact's Introduction to Service-Learning Toolkit: Readings and Resources for Faculty. Providence, RI: Campus Compact, 2003. Print.

Canada, Mark, Bruce W. Speck, and Martin Kramer. *Developing and Implementing Service-Learning Programs*. San Francisco: Jossey-Bass, 2001. Print.

Chisholm, Linda A. *Charting a Hero's Journey*. New York: International Partnership for Service-Learning, 2000. Print.

Colby, Anne, et al. *Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility*. San Francisco, CA: Jossey-Bass, 2003. Print.

Council for the Advancement of Standards in Higher Education. "CAS General Standards." Web. 27 May 2012.

Costa, Arthur L. *Developing Minds: A Resource Book for Teaching Thinking*. Alexandria, Va: Association for Supervision and Curriculum Development, 2001. Print.

Creamer, Don G. *College Student Development: Theory and Practice for the 1990s*. Alexandria, VA: ACPA, 1990. Print.

Crucible Moment: College Learning & Democracy's Future, a National Call to Action. Washington, D.C: Association of American Colleges and Universities, 2012. Print.

Driscoll, Amy, and Swarup Wood. *Developing Outcomes-Based Assessment for Learner-Centered Education: A Faculty Introduction.* Sterling, Va: Stylus, 2007. Print.

Ehrlich, Thomas. *Civic Responsibility and Higher Education*. Westport, Conn: Oryx Press, 2000. Print. Evans, Nancy J., et al. *Student Development in College: Theory, Research, and Practice*. San Francisco: Jossey-Bass, 2010. Print.

Ewell, Peter. *General Education and the Assessment Reform Agenda*. Washington, D.C: Association of American Colleges and Universities, 2004. Print.

Eyler, Janet, and Dwight Giles. *Where's the Learning in Service-Learning?* San Francisco: Jossey-Bass, 1999. Print.

Eyler, Janet, Dwight E. Giles, and Angela Schmeide. *A Practitioner's Guide to Reflection in Service-Learning: Student Voices & Reflections*. Nashville: Vanderbilt University, 1996. Print.

Fink, L D. *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. San Francisco, Calif: Jossey-Bass, 2003. Print.

Garland, Peter H, and Thomas W. Grace. *New Perspectives for Student Affairs Professionals: Evolving Realities, Responsibilities and Roles*. Washington, DC: School of Education and Human Development, George Washington University, 1993. Print.

Gelmon, Sherril B., et al. *Assessing Service-Learning and Civic Engagement: Principles and Techniques*. Providence, RI: Campus Compact, Brown University, 2001. Print.

"Graduate Program in Critical and Creative Thinking*". Critical and Creative Thinking Program*. University of Massachusetts, Boston, n.d. Web. 13 Oct. 2011.

Gronlund, Norman E, and Susan M. Brookhart. *Gronlund's Writing Instructional Objectives*. Upper Saddle River, N.J: Pearson/Merrill Prentice Hall, 2009. Print.

Heffernan, Kerrissa. *Fundamentals of Service-Learning Course Construction*. Providence, RI: Campus Compact, Brown University, 2001. Print.

Hanson, Gary R. *Measuring Student Development*. San Francisco, Calif: Jossey-Bass, 1982. Print.

Hernon, Peter, Robert E. Dugan, and Candy Schwartz. *Revisiting Outcomes Assessment in Higher Education*. Westport, Conn: Libraries Unlimited, 2006. Print.

Howard, Jeffrey, et al. *Praxis I: A Faculty Casebook on Community Service Learning*. Ann Arbor, Mich: OCSL Press, University of Michigan, Office of Community Service Learning, 1993. Print.

Howard, Jeffrey. *Service-learning Course Design Workbook*. Ann Arbor, MI: Edward Ginsberg Center for Community Service and Learning, Michigan Journal of Community Service Learning, University of Michigan, 2001. Print.

Hoy, Ariane, and Wayne Meisel. *Civic Engagement at the Center: Building Democracy Through Integrated Cocurricular and Curricular Experiences*. Washington, D.C: Association of American Colleges and Universities, 2008. Print.

Hutchings, Pat, Peter Ewell and Trudy Banta. "AAHE Principles of Good Practice: Aging Nicely."*NILOA Guest Viewpoints*. National Institute for Learning Outcomes Assessment, n.d. Web. 28 May 2012.

Isaacs, William. *Dialogue and the Art of Thinking Together: A Pioneering Approach to Communicating in Business and in Life*. New York: Currency, 1999. Print.

Jacoby, Barbara. *Building Partnerships for Service-Learning*. San Francisco, CA: Jossey-Bass, 2003. Print.

Jacoby, Barbara. *Civic Engagement in Higher Education: Concepts and Practices*. San Francisco, CA: Jossey-Bass, 2009. Print.

Jacoby, Barbara. *Service-learning in Higher Education: Concepts and Practices*. San Francisco: Jossey-Bass Publishers, 1996. Print.

Jacoby, Barbara, and Pamela Mutascio. *Looking in Reaching Out: A Reflective Guide for Community Service-Learning Professionals*. Boston, Mass: Campus Compact, 2010. Print.

Keeling, Richard P. et al. *Assessment Reconsidered: Institutional Effectiveness for Student Success*. United States: ICSSIA, 2008. Print.

Kelshaw, Todd S, Freyda Lazarus, and Judy Minier. *Partnerships for Service-Learning: Impacts on Communities and Students*. San Francisco: Jossey-Bass, 2009. Print.

Kendall, Jane C. *Combining Service and Learning: A Resource Book for Community and Public Service Volume I*. Raleigh, N.C: National Society for Internships and Experiential Education, 1990. Print.

Kezar, Adrianna J, Deborah Hirsch, and Cathy Burack. *Understanding the Role of Academic and Student Affairs Collaboration in Creating a Successful Learning Environment*. San Francisco: Jossey-Bass, 2002. Print.

Kuh, George D., et al. *Student Learning Outside the Classroom: Transcending Artificial Boundaries.* Washington, DC: Graduate School of Education and Human Development, The George Washington University, 1994. Print.

LEAP Campus Toolkit. Association of American Colleges and Universities, 24 May 2012. Web. 28 May 2012.

Leap Vision for Learning: Outcomes, Practices, Impact, and Employers' Views. Washington, DC: Association of American Colleges and Universities, 2011. Print.

Leskes, Andrea, and Ross E. Miller. *Purposeful Pathways: Helping Students Achieve Key Learning Outcomes*. Washington, D.C: Association of American Colleges and Universities, 2006. Print.

Leskes, Andrea, and Barbara D. Wright. *The Art & Science of Assessing General Education Outcomes: A Practical Guide*. Washington, D.C: Association of American Colleges and Universities, 2005. Print.

Long, Sarah E. *The New Student Politics: The Wingspread Statement on Student Civic Engagement*. Providence, RI: Campus Compact, 2002. Print.

Marzano, Robert J, and John S. Kendall. *Designing & Assessing Educational Objectives: Applying the New Taxonomy*. Thousand Oaks: Corwin Press, 2008. Print.

Marzano, Robert J, Debra Pickering, and Jay McTighe. *Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model*. Alexandria, Va: Association for Supervision and Curriculum Development, 1993. Print.

Merriam, Sharan B, and Rosemary S. Caffarella. *Learning in Adulthood: A Comprehensive Guide*. San Francisco: Jossey-Bass, 1991. Print.

Mentkowski, Marcia. *Learning That Lasts: Integrating Learning, Development, and Performance in College and Beyond*. San Francisco: Jossey-Bass, 2000. Print.

"Objectives." *Information Sheets*. Fiona Hogg Education Services, n.d. Web. 28 May 2012.

Office of Dean of Students. “Step-by-Step Process for Writing Learning Outcomes.” *Student Affairs Assessment*. University of Illinois at Urbana-Champaign, January 2011. Web. 28 May 2012.

Office of Distance Learning. “Instruction at FSU.” *Instruction at FSU: A Guide to Teaching & Learning Practices.* Florida State University, 2011. Web. 28 May 2012

“Principles of Good Practice for Student Affairs.” *American College Personnel Association*. American College Personnel Association, n.d. Web. 27 May 2012.

Renner, Tanya, and Michele Bush. *Evaluation and Assessment in Service-Learning*. Mesa, Ariz: Campus Compact National Center for Community Colleges, 1997. Print.

Rentz, Audrey L, and Gerald L. Saddlemire. *Student Affairs Functions in Higher Education*. Springfield, Ill., U.S.A: C.C. Thomas, 1988. Print.

Rhoads, Robert A, and Jeffrey P. F. Howard. *Academic Service Learning: A Pedagogy of Action and Reflection*. San Francisco: Jossey-Bass, 1998. Print.

Rhodes, Terrel L. *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics*. Washington, DC: Association of American Colleges and Universities, 2010. Print.

Saltmarsh, John A, and Matthew Hartley. *"To Serve a Larger Purpose": Engagement for Democracy and the Transformation of Higher Education*. Philadelphia: Temple University Press, 2011. Print.

Sanford, Nevitt. *College and Character*. New York: J. Wiley, 1964. Print.

Sanford, Nevitt. *Self & Society: Social Change and Individual Development*. New York: Atherton Press, 1966. Print.

Sanford, Nevitt, and Craig Comstock. *Learning After College*. Orinda, Calif: Montaigne, 1980. Print.

Scheibel, Jim, Erin M. Bowley, and Steven Jones. *The Promise of Partnerships: Tapping into the College As a Community Asset*. Providence, RI: Campus Compact, 2005. Print.

Schmuck, Richard A. *Practical Action Research for Change*. Thousand Oaks, Calif: Corwin Press, 2006. Print.

Serban, Andreea M, and Jack Friedlander. *Developing and Implementing Assessment of Student Learning Outcomes*. England: Jossey-Bass, 2004. Print.

"Service Area Student Learning Outcomes (SA-SLOs) Handbook." *Learning Outcomes.* Foothill College, October 21, 2011. Web. 28 May 2012.

Stevens, Dannelle D, and Antonia Levi. *Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning*. Sterling, Va: Stylus Pub, 2005. Print.

"Student Learning Imperative: Implications for Student Affairs." *Journal of College Student Personnel*. 37.2 (1996): 118. Print.

Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. Bolton, Mass: Anker Pub. Co, 2004. Print.

"Tips on Writing Learning Outcomes." *University Library*. University of Illinois at Urbana-Champaign, n.d. Web. 28 May 2012.

Tishman, Shari, David N. Perkins, and Eileen Jay. *The Thinking Classroom: Learning and Teaching in a Culture of Thinking*. Boston: Allyn and Bacon, 1995. Print.

Torres, Jan, and Julia Schaffer. *Benchmarks for Campus/community Partnerships*. Providence, R.I: Campus Compact, 2000. Print.

Zlotkowski, Edward A, Nicholas V. Longo, and James R. Williams. *Students As Colleagues: Expanding the Circle of Service-Learning Leadership*. Providence, R.I: Campus Compact, 2006. Print.