

**The Social and Applied Sciences Department  
and Civic Engagement Assessment Project: *Closing the Loop***

**Proposal at a Glance**

Recent survey results confirm that civic engagement is a prominent theme and centralized concept across all or most SAS courses. In short, survey overwhelmingly confirm the chief role that civic engagement plays in our students learning experience.

- Highlights certainly worth mentioning are as follows:
  - 96.6% of surveyed SAS students (225 out of 233) declared “yes,” indicating that their SAS courses *revealed how resources and opportunities vary dramatically from one community to the next.*
  - 91.0% of surveyed SAS students (212 out of 233) *have been exposed in their SAS courses to various models of civic engagement.*
  - 99.6% of surveyed SAS students (232 out of 233) *successfully recognized a valid definition of civic engagement.*
  - 95.1% of surveyed SAS students (222 out of 233) feel confident that *they can describe civic engagement in their own words to family and friends.*
  - 93.7% of surveyed SAS students (219 out of 233) noted that *SAS courses have proposed methods for effecting change in a given community.*
  - 91.5% of surveyed SAS students (214 out of 233) declared that *their SAS courses have enabled them to improve the state of a community.*

**Execution**

Based on the recent survey results and what they reveal as areas of strength and areas of growth, the above results provide a sufficient basis upon which to advertise, intensify, and refine the SAS commitment to and stimulation of civic engagement overall in three distinct phases:

- **Phase 1:** Expand our departmental mission statement by building into it an emphasis on the 5 Civic Engagement SLOs developed in conjunction with this project.
  - I will present the findings of both the pilot and full-scale survey to SAS department faculty, and we will compose said revisions as a team.
  - Integration as noted would be contingent upon unanimous departmental support.
  - This does not entail formal revision of master syllabi, only the departmental website and its message.
  - As a corollary, the departmental SLO’s can become “adoptable” alongside required course SLO’s.
- **Phase 2:** Brainstorm with SAS faculty to devise new assignments, workshops, or external events/initiatives that can further stimulate student *active* civic engagement among our students.
- **Phase 3:** Explore and document service learning opportunities beyond Child Development and Education coursework.
  - I will propose that we establish a kind of “service learning database” derived from existing activities and faculty recommendations that can later be expanded upon and/or integrated into any of our existing courses.