

NARRATIVE

Student Learning for Civic Capacity: Stimulating Moral, Ethical, and Civic Engagement for Learning that Lasts

Background and Context For the Project

The Teagle Foundation's Concept Paper, "A Larger Vision for Student Learning: Educating for Civic and Moral Responsibility," sets the background and context for this project. All quotes below are from this Concept Paper. The seven partnering community colleges (hereafter, partners) are developing course and curricular program models that address the larger aims of liberal education, with an emphasis on the development of students' "knowledge and capabilities related to personal, civic, and moral responsibility."

The partners have developed a common Big Question: How do we build our **commitment** to civic and moral responsibility for diverse, equitable, healthy, and sustainable communities?" Continual engagement with this question will equip students to deal effectively with the large issues of meaning, value, purpose, and responsibility that will surface throughout their lives.

The years students spend at a community college are a time when they should reach new levels of self-knowledge, discover new talents, and "take possession of their own lives." They should continually reflect on their values and beliefs, consider career choices and ways of life that bring them the deepest satisfaction, and "gauge their ambitions for status, wealth, achievement, leadership, and service to others."

The partners are already implementing innovative models to help students learn to exercise their "civic responsibilities in a diverse and contentious democratic society that operates in a endlessly complicated global context." Their shared Big Question emphasizes educating for democracy and building **commitment** through "a set of concepts, a series of practices, and patterns of human agency." The partners themselves are committed to developing the human agency of faculty and staff to continually engage students in these concepts, practices, and patterns.

The partners are themselves committed to increasing the space in their curriculum for coherent, cohesive, systematic, and rigorous forms of engagement with the Big Question to develop student knowledge and capabilities on questions of civic and moral responsibility. Campus Principal Investigators (PI) have identified Faculty Leads who will develop Faculty and Staff Communities of Inquiry where participants can develop shared goals, similar assignments and learning experiences across courses, and create common levels of expectations for students, who will be invited to engage in these Communities of Inquiry as they evolve, on campus, statewide, and nationally.

Campus PI and Faculty Leads have focused on the study of humanities and related fields and how they can deepen and enable "powerful forms of student learning, both in mastering content and in cognitive and personal development." These leaders recognize that the humanities contribute to "[students'] development of self-knowledge and moral imagination," and to their understanding of the role of values in making and supporting moral decisions that will surface throughout their lives.

Through the Teagle Planning process, the partners focused their attention on student learning outcomes and their assessment, and have developed a Faculty Guideline with end-of-term reflection questions and an assessment rubric, modeled on the Kapiolani qualitative approach to service-learning outcomes assessment. (See Appendices D and E). The partners also will be developing a quantitative, pre- and post-test survey methodology modeled on the DeAnza approach to assessing student civic engagement, and the Kingsborough Civic Engagement Course Certification Rubric.

The partners are also developing a Technology Plan to bring vitality to the Communities of Inquiry and student engagement and learning across the seven campuses. Collaboration and dissemination will center around the annual conference of the Community College National Center for Community Engagement (CCNCCE), which will host an annual one-day Teagle Institute. This Institute will bring together the Faculty Leads from each partner campus to assess student reflection essays, develop strategies for improving these essays, and develop the shared pre- and post-test instrument. CCNCCE will also host two workshop presentations from the Teagle partner institution. Collaboration and dissemination will also engage campus and state higher education systems, as well as regional and national higher education conferences and initiatives, such as the Lumina Foundations Degree Qualification Profile.

The partners are all deeply committed to the essential roles and responsibilities of America's community colleges as we educate for degree completion, success in baccalaureate transfer and careers, civic engagement and the work of democracy (Franco 2002; Zlotkowski, Franco, et al 2004). The Teagle Project will also intend to advance the work of authors noted in the References below.

Summary of Planning Grant Activities

Over the planning period, the partner colleges agreed to a number of shared program level strategies, and to build upon individual campus strengths to develop a range of replicable and innovative models.

On May 21, 2013, the Maricopa Community College Foundation on behalf of the National Center for Community Engagement received the letter of award from The Teagle Foundation. Ms. Lyvier Conss, Executive Director for The Community College National Center for Community Engagement prepared all the necessary paperwork to establish an account within the Maricopa Community College financial system in order to commence expending planning grant funds in accordance with activities and budget.

On May 23, 2013, Ms. Conss, hosted an unofficial meeting with the principal investigators of the initial eight partnering community colleges. This meeting was funded by the eight invited colleges and the CCNCCE. The representatives of these colleges were informed that CCNCC had received the planning grant from the Teagle Foundation. Dr. Krista Hiser of Kapiolani Community College (KCC) provided a contextual overview of the Teagle Foundation's concept paper, *A Larger Vision for Student Learning: Education for Civic and Moral Responsibility*, and how it would apply both within the planning grant and an implementation grant. In addition, she provided an excellent overview of how KCC has begun to implement some of the 10 goals

identified within the planning grant at their campus. In addition, Dr. Hiser reviewed with the participants some of the literature she and Dr. Franco had asked the participants to read in preparation for the meeting and their application for the larger 3-year implementation grant. This session was extremely important to the participants so they could have a strong foundation on the aims and goals of the project in order to ensure its success on campus and nationally.

All participants provided an overview of their projects and how they saw themselves working as individual campuses as well as a consortium. Participants agreed that they had unique and valuable models of civic learning and that these would be replicable for America's 1,132 community colleges where 50 percent of undergraduates are enrolled. Dates were identified for a face to face meeting to work on the goals of the planning grant and commence outlining the steps to move forward for an implementation grant. Ms. Conss discussed program and grant management, budget, and compliance. A contract was issued to Dr. Robert Franco, Kapiolani Community College, as the Co-Principal Investigator.

On July 8- 11, 2013 CCNCCE hosted a face to face meeting with participants from the seven partnering colleges at the Double Tree Paradise Valley Resort in Scottsdale, AZ. Participants, and now Campus Principal Investigators (PI), included:

Lavita McMath Turner, Director, Government Relations and Civic Engagement
Kingsborough Community College, NY

Josephine A. Pantaleo, Program Director, Academic Literacy Learning Center, Academic Service Learning, and ePortfolio
Queensborough Community College, NY

Lori Moog
Director of Service Learning and Community Outreach
Raritan Valley Community College, NJ

Lynn Robertson, Professor-Television Production
Delgado Community College, LA

Duane D. Oakes, Faculty Director, Center Service-learning
Mesa Community College, AZ

Cynthia Kaufman, Director, Institute of Community and Civic Engagement
De Anza College, CA

Robert W. Franco, Professor, Director, Office for Institutional Effectiveness
Kapiolani Community College, University of Hawai'i

On July 8, Ms. Conss hosted a dinner at a local restaurant for all the participants. Ms. Conss provided an overview of the agenda for the following two days which were being facilitated by Robert Franco. She informed the participants that Brevard Community College would not be able to participate in the Teagle Project.

On July 9, the participants first discussed their roles and responsibilities at their campuses and then their perspectives on the opportunities and challenges in this project. They then identified the **Big Question** that all seven campuses would address. After a robust dialog they agreed that all the campuses would integrate the following question into faculty and staff development, teaching, student learning, assessment and evaluation:

How do we build our commitment to civic and moral responsibility for diverse, equitable, healthy, and sustainable communities?

The Humanities discussion of “moral and ethical responsibility” benefitted greatly from the participation of Debra Campbell from Mesa and Cynthia Kaufman from De Anza who both have advanced degrees in Philosophy. Their guidance sharpened our focus on “civic and moral responsibility” and this guidance will be valuable as the project develops.

Teagle Project: Shared Program Level Activities

Through the first planning meeting, weekly emails, and two planning conference calls, the partners agreed that:

- 1) Each term a minimum of six participating faculty at each campus would integrate the Big Question into their syllabi. Students in the courses will need to address Project Reflection Questions and submit their reflection essays to the Campus PI at the end of each term. In spring 2014, each campus PI will randomly select 5 reflection essays, redact the student names, and submit them electronically for assessment by the Kapiolani Service Learning Assessment Team. This Team will select 10 essays to train Faculty Leads in project learning assessment at the CCNCCE Teagle Institute in May, 2014. In subsequent terms, each campus will manage this assessment and evaluation on their own, and submit results as well as improvement strategies to the Project Evaluator.
- 2) The following would be the Project Reflection Question:
 - i. This term, which issues did you focus on: diversity, equity, health, **and/or** sustainability?
 - ii. What were the central course concepts that deepened your understanding of these issues? Show how 3-5 course concepts informed your understanding of these issues.
 - iii. In what ways did you continually engage these issues? (examples, lectures, readings, video, free writing, online resources, online blogs, service-learning, community-based research, undergraduate research, other forms of active learning).
 - iv. How did this ongoing engagement deepen your understanding of these issues?
 - v. How will this ongoing engagement impact your personal life, work and career, and community?
 - vi. How do you make moral decisions about what is right and what is wrong in actions you or others take to build diverse, equitable, healthy, and sustainable communities?

- vii. How did this ongoing engagement strengthen your current and future commitment to civic and moral responsibility for diverse, equitable, healthy, and sustainable communities?
- 3) In August 2013, the Kapiolani Service-Learning Assessment Team developed a draft scoring rubric for each campus to implement (See Appendix E). Kapiolani Service-Learning has been using this assessment method since 2010 (see ofie.kcc.hawaii.edu, assessment and evaluation, student learning outcomes, Service-Learning).
 - 4) At their Conference in May 2014, CCNCCE will host a one-day Teagle Institute where lead faculty from each of the partner campuses will learn how to rubric assess student reflection essays. These faculty members will develop strategies for improving the essays. The "Teagle Institute" will be held at CCNCCE in May 2014, 2015 and 2016.
 - 5) At the May 2014 Institute, they will also review the DeAnza Civic Engagement Survey, Kingsborough Civic Engagement Course Certification Rubric, and current Kapiolani pre- and post-tests, to identify pre- and post-test survey questions. The Campus PI will then refine these questions over the summer of 2014 for implementation in fall 2014. The fall 2014 administration of the pre- and post-tests will provide a Year 1 Student Learning Baseline for the project. In January 2015, the Campus PI and Assessment Coordinator will set improvement targets for years two and three.
 - 6) The staff in the Office for Institutional Effectiveness (OFIE) at Kapiolani will seek IRB clearance in spring 2014 to administer a Survey Monkey based instrument to students at all seven campuses. These campuses may need to seek individual IRB clearances but having Kapiolani provides much of the required language will expedite and facilitate their processes.
 - 7) We will be encouraging other student reflection expressions including poetry, videos, power-point presentations, performances, paintings, and ceramics.
 - 8) Each campus will use their current Faculty Development programs to strengthen their faculty development around the Big Question.
 - 9) Each campus will develop a Community of Inquiry in spring 2014 inclusive of faculty, staff, administrators, and student leaders. To further the development of this Community the planning team developed a Teagle Technology Plan (See Appendix F).
 - 10) Each campus will collaborate and disseminate project outcomes to campus, state and national higher education stakeholders.

Teagle Project: Building on Campus Strengths and Developing Innovative Models

While the partner campuses will engage in shared project level strategies and activities, each campus will build on their own unique strengths to develop innovative and replicable models, approaches that will benefit all students, and especially students from under-represented groups. For more details on each Campus Model see Appendix A.

Kingsborough Model: The Big Question Integrated Into Civic Engagement Certified Courses to Meet Civic Engagement Graduation Requirement. Develop curriculum and pedagogy to prepare responsible globally-minded citizens who can think critically, bridge cultures and religions, and imagine, engage, and empathize with the situations of others.
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Queensborough Model: The Big Question integrated into an Academy system of delivering student services featuring intrusive advising which directs students into courses with the following high impact practices: Service-Learning, Diversity and Global Learning, Writing Intensive, Undergraduate Research, Learning Communities, and Common Intellectual Experiences.

Raritan Valley Model: The Big Question integrated into a strong Service-Learning and Civic Engagement program to contribute to General and Career Education, and two College Strategic Drivers emphasizing student-centeredness, and meeting community needs in a rapidly changing demographic, cultural, and economic context.

Delgado Model: The Big Question integrated into Arts and Humanities courses to support a strong Health Sciences Community Care Initiative (CCI). Humanities faculty to be selected as CCI Fellows. Students and faculty use Blackboard Technology to collaboratively develop course modules for Arts and Humanities courses supporting the CCI. Service-Learning partnerships further developed with non-profits serving low-income and uninsured populations.

Mesa Model: The Big Question integrated into an interdisciplinary emphasis on civic responsibility targeted to its new civic engagement General Education learning outcome. Strengthen service-learning course pathways focusing on Diversity, Equity, Social Justice, Healthy Futures, and Sustainability. Engage Civic Student Leaders in related co-curricular programs on campus, and dialog with 4-year transfer partner to support continual engagement of students.

De Anza: The Big Question integrated into courses meeting their Sustainability and Global Citizenship core competency. Engage service-learning, leadership development, and new faculty in developing curriculum and pedagogy that prepares students to be global citizens. Project will support their national leadership of the Community College *Democracy Commitment*.

Kapiolani Model: The Big Question integrated into Service-Learning courses across developmental, general education and career courses, and into courses newly designated as Sustainability Intensive or Sustainability Integrated. Project will guide campus dialog on revising General Education learning outcomes in conjunction with the national Lumina Degree Profile Project in which the College is already engaged.

For each campus, Appendix B identifies some initial Text and Web Resources and Appendix C identifies potential Civic Partners.

Project Goal, Objectives, and Outcomes

Goal: To develop replicable models of continued engagement that build students' current and future commitment to civic and moral responsibility for diverse, equitable, healthy, and sustainable communities. These models will drive further innovation and inform campus, state, and national dialogues on civic and moral learning in General Education at community colleges and baccalaureate institutions.

Objectives:

- 1) Develop and disseminate 70 courses in the Humanities and other fields that build students' current and future **commitment to civic and moral responsibility for diverse, equitable, healthy, and sustainable communities.**
- 2) Develop strategies for students' continual building of this commitment across curricular and co-curricular programs to degrees and transfer.
- 3) Develop, review, implement, and refine a qualitative rubric-based assessment methodology for campus use and national dissemination.
- 4) Develop, review, implement, and refine a quantitative pre- and post-test methodology for campus use and national dissemination.
- 5) Create seven Communities of Inquiry inclusive of faculty, staff, students, and administrators to build program and institutional commitment to civic and moral responsibility.
- 6) Engage in campus, statewide, and national dialogues on curricular and pedagogical reform promoting civic and moral responsibility.
- 7) Use the Teagle funding to leverage additional resources from campus, state, federal, and foundation sources.

Outcomes: Criteria for Success

- 1) Each campus identifies one lead faculty (to attend CCNCCE conference: to participate in pre-conference learning assessment institute and present Teagle workshops)
- 2) With the lead faculty, five additional faculty per campus will develop the campus model.
Total of six faculty per campus per year X 3 years = 18 X 7 campuses = 126 faculty.
- 3) Six courses per campus per year integrate the Big Question X 3 years = 18 courses X 7 campuses = 126 courses.
- 4) Each of these six faculty will engage 10 students per year. 60 total engaged students per campus per year X 3 years = 180 students X 7 campuses = 1,260 students.
- 5) Each campus convenes one Big Question campus workshop per year X 3 years = 3 X 7 campuses = 21.
- 6) Each campus presents one Big Question workshop per year at a state higher education venue X 3 years X 7 campuses = 21.
- 7) Two Big Question workshops per year are presented at the Community College National Center for Community Engagement conference per year = 6 total.
- 8) Each campus presents one Big Question workshop at another regional or national conference per year. 21 total.
- 9) Each campus documents the development of their model = 7 models. (See page 6 above and Appendix A)

10) Each campus highlights innovations and documents dialogues about the Big Question at their campuses and with transfer institutions. At some campuses these dialogs will inform General Education review and revision.

11) Year two publication: "Big Question-Faculty Resource."

12) Year three publications: "Big Question-Technology Resource" and "Project Report."

Work Plan and Timeline for Grant Period

GRANT MANAGEMENT: November 2013 and January 1, 2014 – December 2016
November 2013: The Maricopa Community Colleges Foundation on behalf of CCNCCE, will accept funding by the Teagle Foundation and establish accounting procedures to allow for expenditures while meeting all the fiscal requirements in accordance to the Teagle Foundation and the Maricopa Community College District. Ms. Conss will inform all partnering colleges of funding and provide guidelines on distribution of funding to the partnering colleges and consultants.
Annually: January - Co-Principal Investigators Conss will send out letters of award for program and budget implementation and contract with Dr. Franco and Dr. Renner. Letters of award will be issued for a calendar fiscal year January to December.
Quarterly: Partnering colleges will submit quarterly progress reports and quarterly and/or semi-annually fiscal reports to CCNCCE.
Annually: October – Grant Management: Ms. Conss will issue Year 2 and 3 letters of award to partnering colleges for project continuation starting January and ending in December of that year. Year 2 and Year 3 awards will be awarded upon receiving an abbreviated updated plan by each partnering colleges that will be based on the campus model, goals and objectives of the grant but enhanced for the upcoming years from lessons learned throughout the year. In addition, Year 2 and Year 3 grants will only be awarded to partnering campuses if all programmatic and fiscal responsibilities are in compliance.
Annually: Co-PIs Conss and Franco will help identify funding sources to support this initiative both during the grant period as well as beyond the grant period. Partnering campus will be provided with leads which they can pursue on their own to grow their programs from a local and national level.
Annually: Provide The Teagle Foundation with an annual progress update report.
January 2017: Provide The Teagle Foundation with a final progress and fiscal report.
PROGRAM IMPLEMENTATION: January 2014 – December 2016

Annually: Campus PI's and faculty leads will recruit additional faculty to participate in the program.
Annually: Communities of Inquiry will be developed and enhanced at partnering campuses.
Annually: Students involved in project will submit essays to faculty lead for review, essays will be scored according to developed rubric and submitted for publication.
Annually: Campus partners will disseminate information on project to other colleges and community members via local, regional, and national presentations on their models and the outcomes to higher education stakeholders.
LEADERSHIP TRAINING: January 1, 2014 – December 2016
Annually: Monthly electronic communications and conference calls by Dr. Robert Franco with partnering campus representatives to ensure colleges are meeting goals and objectives as outlines in implementation grant application.
Annually: Dr. Krista Hiser, Associate Professor of English, and KCC Faculty Lead for the project, will manage the KCC Laulima website which will be utilized throughout the grant period to gather and share pertinent information to the project with the partnering colleges by the principal Co-PI's Conss and Franco as well as the partnering colleges and their campus colleagues. Dr. Hiser will also serve as lead editor for publications developed during the project.
Annually: Co-Principal investigators Conss and Franco will host a Teagle Institute leadership training in conjunction with the CCNCCE Annual International Conference in Scottsdale, AZ. In Year 1 - Dr. Francisco Acoba will provide technical assistance to the faculty leads.
ASSESSMENT: January 1, 2014 – December 30, 2016
Annually: Drs. Tanya Renner and Qiong in Year 1 will develop detailed evaluation plan and begin its implementation and analysis of data. In Year 2 and 3, they will continue to enhance the evaluation and implementation plan, as well as report out on the collected data. In Year 3 – the final analysis of the data will be analyzed and a final report will be prepared for publication on the CCNCCE website.
DISSEMINATION: December 2013 – December 2017
Annually: Co-Principal Investigators Conss and Franco will disseminate information on project and lessons learned at various venues including regional and national conferences. In Year 1: Co-Principal investigators Conss and Franco will present on concept of grant at the Continuums of Service (COS) Conference in Honolulu, HI. In addition, they will host an informal meeting with partnering college representatives

who may be attending COS conference utilizing their own institutional funding.
Annually: CCNCCE will dedicate a page on its website on the project to encourage other colleges to replicate this initiative. This page will include acknowledgement to The Teagle Foundation for its support to this project; description of project, partnering colleges' information and their individual models, lessons learned, assessment data and articles written by partnering colleges.

Plans for Sustainability

All seven campuses will engage assessment and evaluation professionals in their Institutional Research and Institutional Effectiveness Offices. Each campus is developing their own strategies to leverage the Teagle funding with campus, state, federal, and foundation sources. Because the project has substantial real world, local community impact on issues of diversity, equity, health, and sustainability, campuses will engage with their grant development and resource development offices to garner additional funds, as well as with local non-profit and private sector partners. Since we expect the Teagle Project to be of particular value to under-represented students, campuses with U.S. Department of Education designations as "Minority Serving" can seek funding through these federal programs.

If the implementation grant is funded we will seek additional funds from AAC&U's Bringing Theory to Practice Program. If awarded these funds the Teagle Project will immediately have a strong national footprint, which can be expanded over the three year period.

The Colleges have already made strong commitments to the project. Fiscally in just Year1 the seven colleges in total have pledged to support this project with cash and in-kind in the amount of \$124,415.00 to support campus PI's time; faculty release time to be involved and implement project; travel for leadership training; and waived indirect/administrative fees. For Years 2 and 3 the colleges will support the effort in a similar amount or higher, therefore theoretically this project will be financially supported in cash and in-kind in the amount of \$373,245.00 during the three year grant period. CCNCCE will continue to support project development and dissemination through their annual conference.

CCNCCE: Ensuring Effective Grant Management, Compliance, Sustainability and Expansion

The Community College National Center for Community Engagement will contribute its leadership and expertise in working on collaborative programs to:

1. Ensure effective and efficient program and fiscal compliance in accordance to The Teagle Foundation and Maricopa Community College guidelines and policies to assure progress to intended goals and outcomes;
 - Ensure that partner colleges maintain programmatic and fiscal compliance at all times, CCNCCE will provide letters of awards on an annual basis versus for the entire three years. Contracts to consultants will also be paid out on a quarterly basis;

- Partner colleges will submit quarterly reports to ensure they are in alignment with goals and objectives of grant; are implementing strategies discussed during monthly conference calls; are providing feedback that will influence advances in project in Year 2 and 3; and are sharing lessons learned that will be shared with the other colleges via the KCC Laulima website and other CCNCCE and college venues.
2. Ensure partner colleges continue to sustain and expand their programs by having each partner college align their programs to their accreditation guidelines, strategic plans, seek additional funding from internal resources as well as private and public sources. Fund development to sustain these programs will be a major emphasis from the beginning of the project. CCNCCE will provide partnering colleges with public and private funding sources to support this project. CCNCCE will use their membership in Foundation Search and Grants.gov to help identify potential funders. The information will be shared with the partnering colleges and college development office will need to apply for the money directly from the funding source if eligible.
 3. Serve as the clearinghouse and disseminator of best practices and lessons learned to encourage other institutions of education to replicate the work developed through this proposal through various mediums: effective use of technology and social media; dissemination at national conferences and with the assistance of various like-minded partners. Commencing in Year 1 – national dissemination will begin by having the primary Co-Principal Investigators Ms. Conss and Dr. Franco, present at the Continuums of Service National Conference; developing a webpage on CCNCCE's site to acknowledge the support of the project by The Teagle Foundation; promote the project including the overall concept and proposed goals and objectives; introduce the partnering colleges and their individual and collective models on the project; Years 2 and 3 publish evaluation data results; articles written by partnering colleges on lessons learned; and continue to present at regional and national conferences on the project and its outcomes so other colleges will want to replicate project on their campuses by both CCNCCE and the partnering colleges.
 4. Co-Project PI Conss and Franco will develop and maintain relationships with other like-minded organizations who can assist CCNCCE in disseminated lessons learned on the project and encourage other institutions of education to replicate this project.

Assessing the Work of the Grant

Because the funds for a fully external evaluation are more than the Teagle project has available, the Kapiolani Office for Institutional Effectiveness will conduct both formative and summative evaluation of the project. Drs. Tanya Renner and Jia Qiong will coordinate both the qualitative and quantitative assessments over the three year period, and they will produce semi-annual reports to the Campus PI and Director Conss. Dr. Renner will develop an easy to complete quarterly reporting form that Campus PI will use to track and report progress on the project objectives, outcomes, and criteria for success. She and Dr. Qiong will work with Campus PI to

track developments in student learning assessment through the rubric assessment and pre- and post-testing.

Dr. Renner is a professor of psychology and assessment coordinator for general education student learning outcomes in the Liberal Arts at Kapiolani. She has a PhD in developmental psychology from the University of California, Berkeley. Her graduate training emphasized quantitative and qualitative analysis and program evaluation. Her primary assessment activities have been in the areas of program evaluation, assessment of student learning outcomes, and alignment of assessment of learning with accreditation standards. She was also a member of the AAC&U faculty team that wrote the VALUE metarubric for critical thinking. Dr. Qiong has a Ph.D. in Educational Research and was trained in quantitative methods at the University of Hawaii, College of Education. She has been an Institutional Analyst at the College since 2012.

Active Dissemination

All campuses will use the annual Community College National Center for Community Engagement conference for project development and dissemination. Many campuses will work with their state Campus Compacts to develop dissemination opportunities. Kapiolani and Hawaii-Pacific Islands Campus Compact will be hosting the Western Region Campus Compact Consortium Conference, April 2-4, 2014, and the Teagle Project will be featured there. Opportunities for collaboration and dissemination through AAC&U and the ACE Internationalization Collaborative will be pursued. Three of the campuses, Raritan Valley, Mesa, and Kapiolani have strong university transfer partners that they will engage in the project.

Kingsborough and Queensborough will explore opportunities for curricular dialogue with community colleges within New York state. Kingsborough, Mesa, and DeAnza will use their leadership and engagement in the national Democracy Commitment to disseminate project results. Raritan Valley, Delgado and Kapiolani will explore opportunities for dissemination through Campus-Community Partnerships for Health.

Kapiolani and Mesa will disseminate results within the UH Community Colleges System and Maricopa System, respectively. Kapiolani will integrate project activities with current campus and regional work with the Lumina Foundations Degree Qualification Profile. Kapiolani will also disseminate project results through the National Science Foundation's Science Education for New Civic Engagements and Responsibilities (SENCER) initiative, as well as the National Council for Science and the Environment's Sustainability, Environmental Studies and Sciences initiatives. These latter initiatives have consistently welcomed Humanities approaches to teaching and learning, especially as they enrich science education for the public.

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APPENDIX

A

Appendix A

Details of Campus Models

ARIZONA

Mesa Model: The Big Question integrated into an interdisciplinary emphasis on civic responsibility targeted to its new civic engagement General Education learning outcome. Strengthen service-learning course pathways focusing on Diversity, Equity, Social Justice, Healthy Futures, and Sustainability. Engage Civic Student Leaders in related co-curricular programs on campus, and dialog with 4-year transfer partner to support continual engagement of students.

Mesa CC will develop an interdisciplinary emphasis on civic responsibility targeted to its new civic engagement learning outcomes in General Education. Coursework integrating commitment to civic and moral responsibility for diverse, equitable, healthy, and sustainable communities will be developed. The Teagle Team at Mesa CC will:

- 1) Engage to Vice President of Academics and the President to ensure the continued support of the Center with the added focus around Civic Engagement and the Teagle Big Question.
- 2) Create a Civic Engagement Community of Inquiry in support of the Teagle Grant that will meet regularly to develop civically engaged faculty, staff, students, and administrators.
- 3) Recruit and train faculty to integrate the Big Question into their course syllabi. Mesa faculty members have already identified the need to develop civic engagement as an integrated component of the curriculum for our MCC students.
- 4) Solicit from MCC faculty existing examples of syllabi, assignments, or coursework that currently engage students in fostering civic or moral responsibility. From these submissions, and with the help of the department's administrative assistant and work study students, they can compile and tag a bank of courses that might be eligible for a future "Civic Engagement" general studies designation.
- 5) Develop specific pathways to give more focus to the service-learning course with a focus on: Diversity, Equity, Social Justice, Healthy Futures, and Sustainability
- 6) Engage Civic Student Leaders of these pathways to create campus events to encourage Civic and Moral Responsibility Projects outside the classroom.
- 7) Work with the Maricopa Service-Learning Council to sponsor a "Lunch and Learn" series around civic engagement with a focus on the Big Question.
- 8) Present at the CCNCCE conference in May, sharing the success and challenges of the first-year project, and participate and present at the annual Democracy Commitment Conference, and other regional and national conferences.
- 9) Develop a plan to incorporate technology including the use of online reflection, web pages, Facebook, and other social media resources.
- 10) Work with Arizona State University (ASU) to develop Civic Pathways for our students to continue to be engaged at the university level.
- 11) Engage the ASU General Studies Council and begin discussions for a future general studies designation in "Civic Engagement," and lead discussions within the Articulation Task Force of the Philosophy Instructional Council.

CALIFORNIA

De Anza: The Big Question integrated into courses meeting their Sustainability and Global Citizenship core competency. Engage service-learning, leadership development, and new faculty in developing curriculum and pedagogy that prepares students to be global citizens. Project will support their national leadership of the Community College *Democracy Commitment*.

De Anza College will build commitment to civic and moral responsibility for diverse, equitable, healthy, and sustainable communities by developing courses meeting requirements in Environmental Sustainability and Global Citizenship. In spring 2014, the Campus PI and Faculty Lead will work with five faculty members to develop courses meeting these requirements.

De Anza will provide stipends to five faculty per year to develop courses meeting the Sustainability and Global Citizenship requirement. The Teagle reflection prompts will be integrated into these courses. The Faculty Lead will receive training on learning assessment at the May 2014, CCNCCE Teagle Institute, and work with five faculty members per year to assess student learning through the Teagle rubric and pre- and post-tests. These faculty members will participate in an ongoing Community of Inquiry with key staff, administrators, and student leaders. By the end of the Year 3, De Anza will have 20 classes meeting the Sustainability and Global Citizenship requirement.

Dr. Brian Murphy, De Anza President, leads and directs the national community college Democracy Commitment and he will work with the Campus PI and Faculty Lead to engage service-learning, leadership development, and new faculty in developing curriculum and pedagogy that prepares students to be global citizens, an existing institutional core competency

HAWAII

Kapiolani Model: The Big Question integrated into strong Service-Learning courses and multi-semester pathways across developmental, general education and career programs, and into courses newly designated as Sustainability Intensive or Sustainability Integrated. Project will guide campus dialog on revising General Education learning outcomes in conjunction with the national Lumina Degree Profile Project in which the College is already engaged.

Kapiolani CC Service-Learning Coordinator Krista Hiser, Associate Professor of English, will be the Faculty lead. She will also maintain the laulima website for project management and resource sharing, and be the lead editor of project publications. Kapiolani currently has six issue-focused course pathways that enable students to complete service-learning assignments over multiple semesters to degree completion and transfer. These pathways cross from Developmental and College Composition to four Liberal Arts Departments, and Career Programs.

Kapiolani CC Service-Learning includes nearly 90 sections per semester. Faculty teaching these courses will be encouraged to build **commitment to civic and moral responsibility for diverse, equitable, healthy, and sustainable communities** into their courses.

Over the last 24 months, the College has developed a new Sustainability (S) designation for 14 courses integrating high quality sustainability curriculum, and active learning, high impact pedagogies. An additional eleven courses are scheduled to receive the “S” designation for spring 2014. Current faculty teaching these courses, and new Humanities faculty, will integrate **commitment to civic and moral responsibility for diverse, equitable, healthy, and sustainable communities** into six of these courses per year.

The College is currently engaged in the Lumina Foundation’s Degree Qualifications Profile (DQP) project. The review and assessment of the General Education outcomes will also be informed by the College’s Service-learning Assessment Team, which will be addressing the DQP categories of Civic Learning, Applied Learning, Specialized Knowledge, Broad and Integrative Knowledge, and Intellectual Skills in its fourth cycle of outcomes assessment.

LOUISIANA

Delgado Model: The Big Question integrated into Arts and Humanities courses to support a strong Health Sciences Community Care Initiative (CCI). Humanities faculty to be selected as CCI Fellows. Students and faculty use Blackboard Technology to collaboratively develop course modules for Arts and Humanities Courses supporting the CCI. Service-Learning Partnerships developed with non-profits serving low-income and uninsured populations.

Delgado CC will build on the civic and moral commitments of its service-learning program and develop a cross-disciplinary focus on community health care. Specifically, they will create more strategic partnerships with non-profits serving low income and uninsured populations; develop a capstone course in their Humanities that explores environmental, cultural, economic, and political impacts on community health, drawing on texts from philosophy, history, literature, sociology, and psychology. The college will institutionalize service-learning in the Humanities, and integrate their existing Community Care Initiative (CCI) Fellows program into new Humanities disciplines.

Two disciplines outside of Allied Health will be added each year to the Community Care Initiative. Students in these disciplines will go through already established modules in the CCI Fellowship Blackboard Site. This will acquaint students with the health care concepts and issues of healthcare access in the community. The first two disciplines will be from the Arts & Humanities area and the Business and Technology area. In years 2 and 3, English, Math and Science disciplines will be added.

Delgado CC will also develop a one credit service-learning course that students can take up to three times and can be used as their free elective. Faculty and students will develop course modules for non-allied health disciplines (arts, humanities, science, business and technology) to be added to their existing strong Community Care Initiative. These modules will be integrated into their online student leadership models focused on healthcare for all of us.

Delgado CC will provide summer institutes for those faculty members integrating **commitment to civic and moral responsibility for diverse, equitable, healthy, and sustainable communities** into their syllabi.

NEW YORK

Kingsborough Model: The Big Question Integrated Into Civic Engagement Certified Courses to Meet Civic Engagement Graduation Requirement. Develop curriculum and pedagogy to prepare responsible globally-minded citizens who can think critically, bridge cultures and religions, and imagine, engage, and empathize with the situations of others.

With over half of Kingsborough CC's nearly 15,000 degree seeking students per year from under-represented groups and many from disadvantaged backgrounds, the integration of civic learning into the curriculum is transformative. Students entering Kingsborough starting in fall 2013 are required to complete two Civic Engagement (CE) experiences in order to graduate. One way to fulfill this requirement is to take CE-certified courses.

Courses that integrate a commitment to civic and moral responsibility for diverse, equitable, healthy, and sustainable communities will receive CE-certification, expanding the number of certified course options to students. This Certification uses a "Civic Engagement Core Competencies Rubric" with two knowledge domains, Political and Civic, and four action domains, Advocacy, Social Responsibility, Service, and Leadership. Under each domain there are between five and nine identified student competencies. Faculty seeking the Civic Engagement Certification for their course must select two domains and describe concrete examples from their syllabus of how students will fulfill the domain's competencies.

For this Teagle project, Kingsborough is implementing a Common Intellectual Experience as its high impact practice. The faculty certification in Civic Engagement supports Kingsborough's Civic Engagement Graduation Requirement. The Kingsborough PI and Faculty Lead (Peter Fiume Associate Professor, Department of Behavioral Science and Human Services) will work with existing Service-Learning and Civic Engagement Interest Groups to further this implementation.

Faculty in the History, Philosophy, and Political Science, and the Behavioral Science and Arts Departments will use the Civic Engagement Core Competencies Rubric, and the assessment of Teagle Student Reflection essays and pre- and post-test results, to strengthen multicultural education and human development curriculum and pedagogy to prepare responsible globally-minded citizens who can think critically, bridge cultures and religions, and imagine, engage, and empathize with the situations of others. They will also develop online professional development tools for their adjunct faculty.

Queensborough Model: The Big Question integrated into an Academy system of delivering student services featuring intrusive advising which directs students into courses with the following high impact practices: Service-Learning, Diversity and Global Learning, Writing Intensive, Undergraduate Research, Learning Communities, and Common Intellectual Experiences.

Queensborough CC has instituted the Academy model of delivering student services. In addition to intrusive academic advisement and support, the Academy advocates the utilization of high-impact practices through its course offerings. The high-impact practices of Academic Service-learning, Diversity and Global Learning, Writing Intensive, Collaborative Learning, Undergraduate Research, Learning Communities, and Common Intellectual Experiences are advocated for students in the Academy model.

Queensborough will use multiple humanities courses and humanities-based projects to stimulate student and faculty dialogues about their experiences of prejudice and discrimination in contemporary America, and their understanding of these experiences in historical and global context. Faculty in Social Science, English, Art and Design, Academic Literacy, Speech Communication and Theatre Arts, and History will

help students explore the full spectrum of diversity on campus and across the borough of Queens, as well as the tensions between old and emerging definitions of groups. Building on their Freshman Academies and service-learning program, the college will prepare students with the intercultural and interdisciplinary knowledge, attitudes, and skills necessary for engagement and leadership in their diverse communities.

The Campus PI and Faculty Lead (Liz DiGiorgio, Lecturer, Art and Design Department) will recruit faculty to the Teagle project to: 1) Plan and develop curricular integration of **commitment to civic and moral responsibility for diverse, equitable, healthy, and sustainable communities** 2) Identify appropriate texts and digital sites; 3) Expand the use of high-impact practices that will include Global and Diversity learning; 4) Provide student orientation and opportunities for on-going reflection that will focus on the Big Question; 5) Participate in quantitative and qualitative program and learning assessment and evaluation; 6) In project years 2 and 3, QCC faculty will submit proposals on their accomplishments to the CUNY CUE conference and to discipline specific conferences, and identify strategies for long term program sustainability.

NEW JERSEY

Raritan Valley Model: The Big Question integrated into strong Service-Learning and Civic Engagement program to contribute to General and Career Education and two College Strategic Drivers which emphasize student-centeredness, and meeting community needs in a rapidly changing demographic, cultural, and economic context.

Raritan Valley CC has developed exemplary diversity and inclusion initiatives. Faculty from History, Philosophy, and Nursing will collaborate to develop service-learning projects, partnerships, and reflection techniques to help students build **commitment to civic and moral responsibility for diverse, equitable, healthy, and sustainable communities.**

Service-Learning and civic engagement are cornerstones in Raritan Valley's institutional mission and educational purpose. For the Teagle project Raritan Valley's Service-Learning program will involve 3 faculty members during the fall and spring semesters each year throughout the project who will offer the project either as a requirement or an option to all students enrolled in one section of their courses. The following courses for the first year are: Trends in Nursing (capstone course), Foundations of Education (secondary education pre-service), and Environmental Science (general education). Eight specific faculty roles and responsibilities have been identified for those participating in the Teagle Project.

In addition to the rubric-based learning assessment and pre- and post-test results, the Campus PI, Lead Faculty Lead (Susan Williams, Assistant Professor of Nursing) and Institutional Research staff will conduct focus groups which will contribute to General Education Goals and two Strategic Drivers that are central to the College's 2013 – 2017 Strategic Plan which are: **Strategic Driver 2:** RVCC will emphasize a student-centered philosophy in delivering programs and services; **Strategic Driver 4:** RVCC's programs and services meet the needs of our communities by anticipating and responding to changing demographics, growing diversity, and emerging economic and cultural challenges.

APPENDIX

B

Appendix B

Initial Texts and Web Resources

College	Texts and Web Resources
ARIZONA	
MESA COMMUNITY COLLEGE	<p>Teagle Foundation, Concept Paper 2012, <i>A Larger Vision for Student Learning: Education for Civic and Moral Responsibility</i>. New York.</p> <p>The Crucible Moment by the Association of American Colleges and Universities.</p> <p>Wide As the World; Cosmopolitan Identity, Integral Politics, and Democratic Dialogue by Jack Crittenden</p> <p>A Practical Guide for Integrating Civic Responsibility into the Curriculum by Karla Gottlieb and Gail Robinson</p> <p>Building Communities A Vision For a New Century by the Commission on the Future of Community Colleges</p> <p>Civic Responsibility and Higher Education by Thomas Ehrlich</p> <p>Education for Civic Engagement in Democracy by Sheilah Mann and John J. Patrick</p> <p>Wingspread Journal; Beyond the Ivory Tower by the Johnson Foundation</p> <p>Strong Democracy: Participatory Politics for a New Age by Benjamin R. Barber</p> <p>Encouraging Civility as a Community College Leader by Paul A. Elsner and George Boggs</p> <p>The Deliberative Democracy Handbook: The Strategies for Effective Civic Engagement in the Twenty-First Century by John Gastil</p> <p>The Jury and Democracy: How Jury Deliberation Promotes Civic Engagement and</p> <p>Political Participation by John Gasti</p>

	<p>Reflections of Engagement by Mesa Community College</p> <p>Education For Democracy by Benjamin R. Barber</p> <p>A Place for Us How to Make Society Civic and Democracy Strong by Benjamin R. Barber</p> <p>Democracy in America, by Alexis de Toqueville</p> <p>Creating Significant Learning Experiences: An Integrated Approach to Course Design, L. Dee Fink (2003)</p>
CALIFORNIA	
DeANZA COLLEGE	<p>Teagle Foundation, Concept Paper 2012, <i>A Larger Vision for Student Learning: Education for Civic and Moral Responsibility</i>. New York.</p> <p>Anderson, L.W. et. Al. (2001), <i>A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives</i>. New York: Addison Wesley Longman, Inc.2001.</p> <p>Bacon, David. <i>The Right to Stay Home: How US Policy Drives Mexican Migration</i>. Cambridge, MA: Beacon Press. 2013.</p> <p>Cabrera, Luis. <i>The Practice of Global Citizenship</i>. Cambridge, UK: Cambridge University Press, 2010.</p> <p>Edwards. Andres. <i>Thriving Beyond Sustainability: Pathways to a Resilient Society</i>. Gabriola Island, B.C.: New Society Publishers. 2010</p> <p>McKibben, Bill. <i>Deep Economy: The Wealth of Communities and the Durable Future</i>. New York; Henry Holt, 2007.</p> <p>National Task Force on Civic Learning and Democratic Engagement. <i>A Crucible Moment: College Learning and Democracy's Future</i>. Web. 2012</p>
HAWAII	
KAPI'OLANI COMMUNITY COLLEGE	<p>Teagle Foundation, Concept Paper 2012, <i>A Larger Vision for Student Learning: Education for Civic</i></p>

and Moral Responsibility. New York.

Local

The Seeds We Planted, Noelani Goodyear-Kaopua
Surfing Tsunamis of Change by Shanah Trevenna

Sustainability

Berners-Lee, Mike, *How Bad Are Bananas?: The Carbon Footprint of Everything* (2011)
McWilliams, James E. *Just Food: Where Locavores Get it Wrong and How we Can Truly Eat Responsibly* (2010)

Sustainability and Climate Change Websites:

Camelclimatechange.org
Encyclopedia of Earth.org

National – How Students Learn

Anderson, L.W. and Others (2001), *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Addison Wesley Longman, Inc.

Fink, L. Dee *Creating Significant Learning Experiences: An Integrated Approach to Course Design* (2003)

National- Civic and Moral Responsibility

Educating Citizens: Preparing America's Undergraduates for Lives of Civic and Moral Responsibility. Carnegie Foundation for the Advancement of Teaching. San Francisco. Jossey-Bass.

Fitzgerald, Hiram, E. and Cathy Burack, and Sarena Seifer, 2010. *Engaged Scholarship: Contemporary Landscapes, Future Directions*. East Lansing. Michigan State University Press.

Gottlieb, Karla and Gail Robinson (2006) *A Practical Guide to Integrating Civic Responsibility Into the Curriculum* (Second Edition). Washington, DC, Community College Press.

Franco, Robert (2002) *The Civic Role of Community Colleges: Preparing Students for the Work of Democracy*. Journal of Public Affairs, Supplement 1, Vol. 6. (Reprinted by Campus Compact).

	<p>Franco, Robert (2010) <i>Faculty Engagement in the Community Colleges: Constructing a New Ecology of Learning</i>, in Fitzgerald, H. (et al, editors), <i>Engaged Scholarship: Contemporary Landscapes, Future Directions</i>. East Lansing. Michigan State University Press.</p> <p>Franco, Robert (2013) <i>The University-Community Compact: Innovations in Community Engagement</i>,” Paper Presented at the Senior Seminar, Asia-Pacific Higher Education Research Partnership, Hong Kong Institute for Education, September 26-28, 2013. (forthcoming)</p> <p>Musil, Caryn, 2012, <i>A Crucible Moment: College Learning and Democracy’s Future</i>. Washington, DC, Association of American Colleges and Universities.</p> <p>Saltmarsh, John and Matthew Hartley, 2011. <i>To Serve a Larger Purpose: Engagement for Democracy and the Transformation of Higher Education</i>. Philadelphia. Temple University Press.</p> <p>Zlotkowski, Edward, Robert Franco, Sherill Gelman, Katrina Norwell, and Jennifer Meeropol, 2004. <u><i>The Community’s College: Indicators of Engagement at Two-Year Institutions</i></u>, Providence, RI, Campus Compact.</p> <p>Websites:</p> <ul style="list-style-type: none"> • Camelclimatechange.org • SENCER.net • SENCER Ideals • Dan Kahan, Cultural Cognition, Civic Engagement, and Democracy, • Dan Kahan, The American Culture War of Fact, Point of Inquiry • kapiolaniserve.weebly.com
LOUISIANA	
DELGADO COMMUNITY COLLEGE	<p>Teagle Foundation, Concept Paper 2012, <i>A Larger Vision for Student Learning: Education for Civic and Moral Responsibility</i>. New York.</p> <p>Neafsey, J. (2006). <i>A sacred voice is calling: Personal vocation and social conscience</i>. Maryknoll, NY: Orbis Books.</p>

NEW YORK	
KINGSBOROUGH COMMUNITY COLLEGE	<p>Teagle Foundation, Concept Paper 2012, <i>A Larger Vision for Student Learning: Education for Civic and Moral Responsibility</i>. New York.</p> <p>Pedagogy of the Oppressed (Freire, 1970);</p> <p>Educating for Critical Consciousness (Freire, 2005);</p> <p>Teachers as Cultural Workers (Freire, 2005);</p> <p>Teaching to Transgress (Hook, 1998);</p> <p>Democracy and Education (Dewey);</p> <p>Classroom Assessment Techniques (Angelo&Cross);</p> <p>Civic Engagement in Higher Education: Concepts and Practices (Jacoby);</p> <p>Attention Deficit Democracy: The Paradox of Civic Engagement (Berger);</p> <p>The Civically Engaged Reader: A Diverse Collection of Short Provocative Readings on Civic Activity (Davis & Lynn);</p> <p>Public Speaking and Civic Engagement (Hogan)</p>
QUEENSBOROUGH COMMUNITY COLLEGE	<p>Teagle Foundation, Concept Paper 2012, <i>A Larger Vision for Student Learning: Education for Civic and Moral Responsibility</i>. New York.</p> <p>AAC&U Resources: "How Colleges Can Influence the Development of a Global Perspective http://www.aacu.org/liberaleducation/le-suffall/braskamp.cfm</p> <p><u>Suggested Texts for Students</u></p> <p>UN Declaration of Human Rights</p> <p>King, Martin Luther, Jr. <i>The World House</i>. In: <i>Where Do We Go from Here: Chaos or Community?</i> Boston: Beacon Press, 1968.</p> <p>Ayer, Eleanor H. <i>Parallel Journeys</i>. Aladdin, March 1, 2000.</p>

	<p>Jones, Edward P. <i>The First Day</i>. (short story)</p> <p>King, Martin Luther, Jr. "What Is Your Life's Blueprint." (speech)</p>
NEW JERSEY	
RARITAN VALLEY COMMUNITY COLLEGE	<p>Teagle Foundation, Concept Paper 2012, <i>A Larger Vision for Student Learning: Education for Civic and Moral Responsibility</i>. New York.</p> <p>Cherry, B. and Jacob, S. (2008) <i>Contemporary Nursing: Issues, Trends & Management</i> (5th edition) Mosby: St. Louis</p> <p>Koch, J. (2012). <i>TEACH</i>. California: Wadsworth.</p>

APPENDIX

C

Appendix C

Potential Civic Partners

College	Civic Partners
ARIZONA	
MESA COMMUNITY COLLEGE	The Center for Service-Learning has an extensive database of official recognized and legal community partners. All faculty engaged will be required to work with those partners (http://www.mesacc.edu/service-learning/service-sites).
CALIFORNIA	
DeANZA COLLEGE	Transform- San José, CA 350.org- Oakland, CA Youth United for Community Change, East Palo Alto
HAWAII	
KAPI'OLANI COMMUNITY COLLEGE	Kapiolani Service-Learning has an extensive database of public and non-profit partners (kapiolaniserve.weebly.com) under "Service-Learning and Community Partners" tab. Sustainability partners include: Waikiki Elementary School Food Farm Palolo Elementary School STEM and Sustainability program Charter School for the Exploration of Essential Questions of Sustainability Green House Hawaii Nature Center Lyon Arboretum Foster Botanical Garden Bishop Museum Living Arts Marine Center Honolulu Zoo Sealife Park Waikiki Aquarium Leahi Hospital Sensory Stimulus Garden Diamond Head Clubhouse Manoa Heritage Center Give it Fresh Today

	Next Step Homeless Shelter Family Promise Hawaii Malama i na Ahupua'a N Numerous Native Hawaiian Serving Non-profit Organizations.
LOUISIANA	
DELGADO COMMUNITY COLLEGE	Kingsley House Adult Services Project Lazarus Bright School for the Deaf Lighthouse for the Blind Uptown Shephard Center Covenant House Friendship Club New Heights Riding Center The Edible Schoolyard Homeless Resource Center City Park Pelican Greenhouse Ochsner Hospital Healing Hands Across the Divide, New Orleans Musician's Clinic St. Anna's Medical Mission Bayside Healthcare Center and Ferncrest Manor Make a Wish Foundation Autism Answers of Louisiana Habitat for Humanity New Orleans Women's Shelter Morris Jeff Community School
NEW YORK	
KINGSBOROUGH COMMUNITY COLLEGE	American Heart Association Brooklyn Community Service Food Bank for New York City Heart Share Human Services of NY Junior Achievement of NY New York Cares New York City Housing Authority Opportunities for a Better Tomorrow Shorefront YM-YWCA Tourette Syndrome Association NYC Chapter Women In Need
QUEENSBOROUGH COMMUNITY COLLEGE	Homes for the Homeless Hour Children: Support services to incarcerated and formerly incarcerated women and their families The Queens CUNY Adult Literacy Program:

	The Kupferberg Holocaust Resource Center and Archives The QCC Art Gallery Queensborough Performing Arts Center
NEW JERSEY	
RARITAN VALLEY COMMUNITY COLLEGE	Middle Earth 21st Century Community Learning Center Martin Luther King Youth Center Agape House for Homeless Families Bernardsville Public Library ESL Program for Hispanic Teens Interfaith Hospitality Network for homeless families Somerset County Action Program - Head Start Program Bound Brook, Franklin and North Plainfield Township Public School Districts

APPENDIX

D

Appendix D

“Student Learning for Civic Capacity: Stimulating Moral, Ethical, and Civic Engagement for Learning that Lasts.”

Faculty Guidelines

The main goal of this grant is to help students develop their commitment to civic and moral responsibility for diverse, equitable, healthy, and sustainable communities. Faculty will be using the following definitional statement to guide their work:

A morally and civically responsible individual recognizes himself or herself as a member of a larger social fabric and therefore considers social problems to be at least partly his or her own; such an individual is willing to see the moral and civic dimensions of issues, to make and justify informed moral and civic judgments, and to take action when appropriate.” — Anne Colby and Thomas Ehrlich, introduction, to *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich (Oryx Press, 2000)

At the end of each academic term, each participating faculty member will ask their students to reflect on a common set of questions. This reflection may be given as a graded part of your class, it could be given as an in class reflective activity, or it could be an ungraded take-home essay. You are welcome to make this exercise your own. The only things we ask are that:

1. ALL your students in the class who are engaged in this project need to develop an end-of-semester essay addressing the REFLECTION QUESTIONS below.
2. Faculty should submit a randomly selected set of those papers to the Campus Lead for this project. Before submitting the papers redact the students' names. The number of essays each faculty member will submit will be determined by the campus lead.
3. For Spring 2014, the Campus Lead will randomly select 5 student essays per semester and send these to the learning assessment team at Kapiolani Community College.
4. One faculty member from our campus will go to the Community College National Center for Community Engagement conference in May, 2014 and go over the results of the assessment. Faculty on each campus will use the assessment results to identify new strategies for improving the essays over time.

END OF TERM REFLECTION QUESTIONS:

- 1) This term, which issues did you focus on: diversity, equity, health, and/or sustainability?
- 2) What were the central course concepts that deepened your understanding of these issues? Show how 3-5 course concepts informed your understanding of these issues.
- 3) In what ways did you continually engage these issues? (examples, lectures, readings, video, free writing, online resources, online blogs, service-learning, community-based research, undergraduate research, other forms of active learning).
- 4) How did this ongoing engagement deepen your understanding of these issues?
- 5) How will this ongoing engagement impact your personal life, work and career, and community?
- 6) How do you make moral decisions about what is right and what is wrong in actions you or others take to build diverse, equitable, healthy, and sustainable communities?

- 7) How did this ongoing engagement strengthen your current and future commitment to civic and moral responsibility for diverse, equitable, healthy, and sustainable communities?

In Appendix 1, you will find the draft rubric that will be used to score student essays based on these seven reflection questions.

In order to assure that the results we get from this analysis are as strong as possible, we ask that you think about what practices will best help students deepen their capacities in this area.

We are asking faculty working under this grant to engage in some of the following practices throughout their courses.

- Journal reflection on the elements of your course that help student move toward the goal outlined in the big question that this grant asks.
- Document student insight in written form, with pictures, or using video

Below is one example of a set of prompts you might use.

Sample Prompt

This assignment is designed to help you build your commitment to civic and moral responsibility for diverse, equitable, healthy, and sustainable communities. As you progress through and successfully complete {the course name}, and other courses at the {College name}, we want you to continually reflect on the following 10 questions, and prepare to write an end of term {semester or quarter} essay questions A-E below.

Commitment is defined as: 1) the state or quality of being dedicated to a cause or activity; (Oxford English Dictionary 2013); 2) an agreement or pledge to do something in the future. (Merriam-Webster, 2013)

Question 1: What are the most important personal commitments in your life?

Question 2: What are your responsibilities in your job or career? What commitments do you make in your job or career?

Question 3: What do you consider to be your community and how do you define your community? What do you feel are the most important issues facing the communities you belong to? What commitments do you make as a member of your community? What does community involvement look like to you?

Question 4: Have you witnessed prejudiced behavior based on differences of gender, race, ethnicity, religion, immigration status or sexual orientation? How do you react to instances of inequality based on differences in gender, race, ethnicity, immigration status, or sexual orientation?

Question 5: How do you react to instances of unhealthy and unsustainable behavior in your community?

Question 6: How does inequality impact the health and sustainability of your community?

APPENDIX

E

APPENDIX E

End-of-term Reflection Questions and Assessment Rubric

Dimension	0	1	2	3	4
Statement of the Issues: Identify the issues you focused on: diversity, equity, health, and/or sustainability. [Level 1: Knowledge]	Does not meet level one performance	Vaguely describes the issues the writer focused on.	Introduces the issues the writer focused on, but discussion is brief and superficial (does not make connections between issues and does not offer a context of understanding them).	Clearly describes the issues the writer focused on, identifies one or more connections among issues and briefly discusses how one or more issues are contextualized.	Clearly describes the issues the writer focused on, develops a well-considered context for these issues and their interrelationships, and offers highly cogent examples to clarify and elaborate the discussion.
Statement of the activities: Identify the activities you engaged in that addressed this/these issues. [Level 1: Knowledge]	Does not meet level one performance	In a vague way, describes the ways he/she continually engaged these issues throughout the semester.	Describes the ways the writer continually engaged these issues in a general way OR provides an example.	Specifically describes the ways the writer continually engaged these issues, offering one or two examples.	Specifically describes the ways the writer continually engaged these issues. Presents three or more examples that clearly elaborate the description.
Academic Learning: Describes central course concepts that deepened her/his understanding of these issues. [Level 2: Comprehension]	Does not meet level one performance	In a vague way, mentions a central course concept that deepened the writer's understanding of the issues focused on. The way in which knowledge was deepened is not identified.	Mentions one or two concepts from the writer's coursework that deepened his/her understanding of the issues focused on. These concepts may be defined or described, but the definition or description is incomplete, unclear, and/or inaccurate, and the way(s) in which knowledge was deepened is not clear.	Clearly describes/defines two or more concepts from the writer's coursework that deepened his/her understanding of the issues focused on. At least one way in which understanding was deepened is discussed.	Clearly describes/defines two or more concepts from the writer's coursework that deepened his/her understanding of the issues. One or more ways in which understanding of course concepts was deepened are described and clearly aligned with the issues.
Applied Learning: How were the course concepts applied in your activities? Describe how this continual engagement deepened your understanding of these course concepts. [Level 3: Application]	Does not meet level one performance	Briefly describes one or two course concepts and/or briefly discusses how the writer's understanding of these concepts is deepened.	Describes one course concept and briefly discusses how the writer's understanding of this concept was deepened. Meaning is elaborated through an example or story. The relationship between the coursework and the issues may be mentioned briefly.	Explains how the coursework was applied to address the issues, using two or more examples. Uses one or two examples to describe how the writer's engagement deepened his/her understanding of these concepts.	Specifically explains how the coursework was applied, using at least two examples. Describes how the writer's coursework and engagement resulted in concrete and abstract learning. Multiple relationships between the issues and the concepts are introduced and clearly tied to the ways in which understanding was enhanced.
Impact/Change: Describe how this continual	Does not meet level	Claims that this continual engagement	With general or brief examples, states how the	With specific, relevant examples, explains how	With specific, relevant examples, explains how this continual

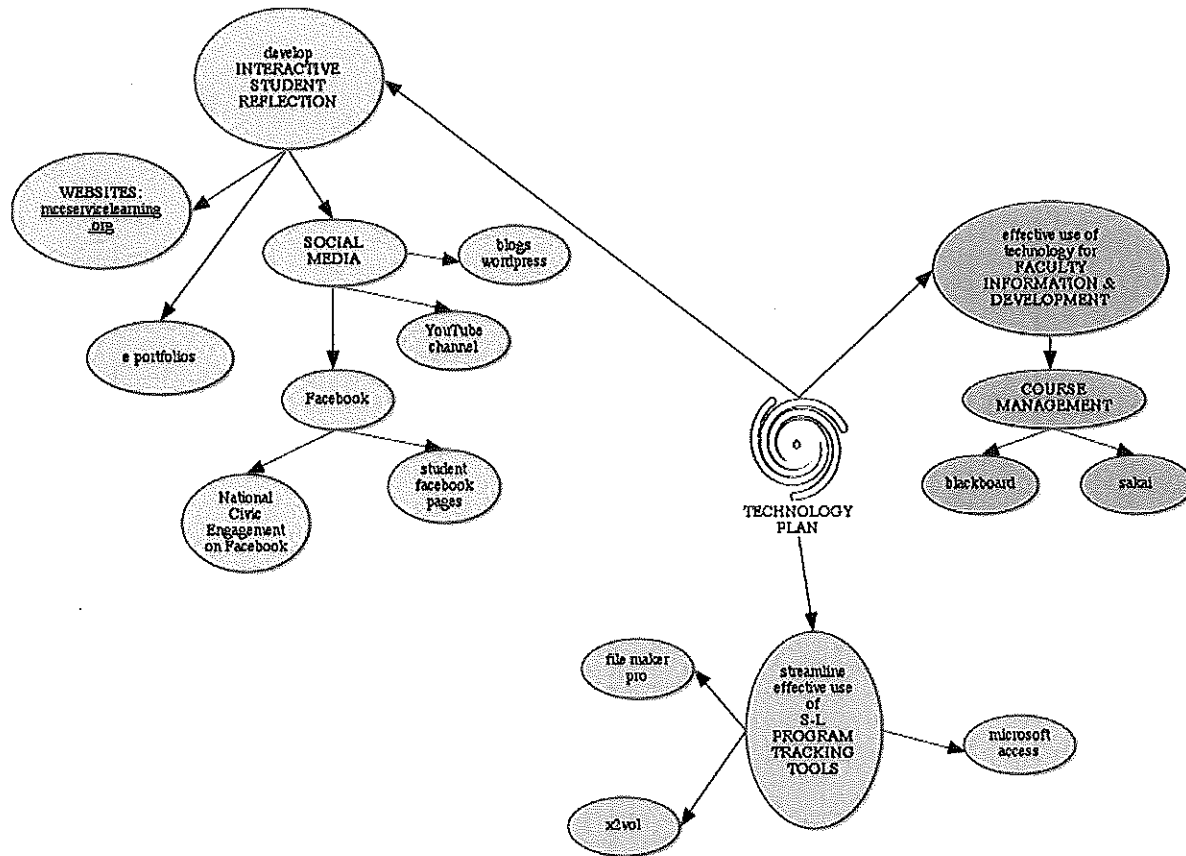
engagement affected your personal life, work and career and community. [Civic awareness]	one performance	affected the writer's personal life, work and career and community, but does not provide examples.	continual engagement affected the writer's personal life, work and career and community. Relationship between examples and claims may be incomplete, unclear, or illogical.	this continual engagement affected the writer's personal life, work and career and community.	engagement affected writer's personal life, work and career and community. The logical connections between the engagement and its impacts are clearly delineated as a direct result of the writer's course and his/her engagement.
Moral Decision-making: Describe how you make moral decisions about what is right or wrong regarding actions you or others have taken to build diverse, equitable, healthy, and sustainable communities. [Civic engagement]	Does not meet level one performance	Vaguely, without examples, describes how the writer made a moral decision with regard to actions taken to build diverse, equitable, healthy, and sustainable communities.	Using an isolated example, describes how the writer made a moral decision regarding actions he/she or others have taken to build diverse, equitable, healthy, and sustainable communities. Does not generalize from this specific example to an overall strategy for making moral decisions.	Using one or more examples, describes how the writer made one or more moral decisions regarding actions he/she or others have taken to build diverse, equitable, healthy, and sustainable communities. Draws a general conclusion about how he/she makes moral decisions.	Using one or more examples, describes how the writer made one or more moral decisions regarding actions the writer or others have taken to build diverse, equitable, healthy, and sustainable communities. Clearly describes specific guidelines he/she uses to make moral decisions and specifies the relationship(s) between the example(s) and the moral guidelines.
Commitment/goals: Describe how this continual engagement strengthened your current and future commitment to civic and moral responsibility for diverse, equitable, healthy, and sustainable communities. [Civic commitment]	Does not meet level one performance	Mentions a personal sense of commitment/goals to civic and moral responsibility. Does not indicate impact of this continual engagement upon the commitment.	Describes in general terms the writer's personal sense of commitment/goals to civic and moral responsibility. Discusses in a vague way how the continual engagement strengthened these commitments.	Describes, using specific examples, the writer's sense of personal commitment/goals to civic and moral responsibility. Uses examples to illustrate how the continual engagement strengthened these commitments.	Describes the writer's sense of personal commitment/goals to civic and moral responsibility. Elaborates the discussion with examples that indicate both how and why this continual engagement strengthened these commitments.

APPENDIX

F

Appendix F

INITIAL TEAGLE TECH PLAN



This diagram illustrates three “prongs” of our proposed plan for technology integration:

- 1) developing and sharing best practices for use of campus platforms to share and disseminate information about the Teagle project to faculty, administrators, and staff;
- 2) learning to support interactive multimedia for student reflection artifacts, and create ways to disseminate and share artifacts;
- 3) sharing best practices in technology for tracking and assessing student service-learning and civic engagement on campus.
 - 1) Each participating college will create an on-line place where S-L faculty can share through on-line discussion their projects/activities involving the big question. (Blackboard, Laulima, Canvas, etc)

For example, Mesa Community College uses Canvas - a similar tool to Blackboard. The school created a Canvas page called "MCC Civic Engagement". They will create a private discussion

group within our Canvas page specifically for Teagle Faculty (and our Civic Engagement Scholar Students for the Teagle grant). Raritan Valley Community Colleges will use Microsoft Sharepoint. It will provide intranet portals, document and file management, and collaboration for the Teagle faculty and Delgado Community College will use Blackboard to expand the Community Care Initiative. Kapi'olani Community College has developed a Sakai-based collaboration platform ("Laulima") for use among the Teagle Grant participating colleges.

- 2) Each participating campus will track and assess their students' activities and establish a space where students are able to see their reflections using computer technology: websites, e-portfolio, x2vol, FileMaker Pro.

For example: Raritan Valley Community College will create a new page on the existing Service Learning website dedicated to the Teagle project. The page will include a description of the project, examples of student work such as power point presentations, papers, brochures, fliers and any other final products created by the students that was part of their coursework. It also will create a photo gallery that will include pictures of students at their volunteer sites and events related to the project. A resource section will be added to include articles of interest. They will track students, faculty and community partners in the existing Microsoft Access database. Service learning hours and placements will be recorded as well as descriptions of the service learning sites.

- 3) Teagle technology leads will gather examples from each college (this includes video, powerpoint, audio, photos and disseminate this information at a national level. i.e. Youtube, Facebook, Instagram, or Wordpress blog.

For example: Mesa Community College has a Center for Service-Learning YouTube channel that I host (http://www.youtube.com/channel/UCJ7DMa_6TOz4evtljqAXQNg). They post videos in Youtube because their website technology system, Drupal, requires that all videos posted to the school website are in YouTube format.