

## Outcome

Illinois State University prepares civically engaged students that graduate and enter their communities exhibiting the following:

## Domains

### Civic Competence

### Civic Engagement

## Constructs

#### Knowledge

#### Skills

#### Disposition

#### Participation

## Learning goals

*Understands the complexity of a community/social issue*

*Examines organizations that address a community/social issue*

*Analyzes actions/processes<sup>1</sup> to be taken and systems<sup>2</sup> in place to address a community/social issue*

*Questions and critically analyzes a community/social issue*

*Applies discipline-specific knowledge to address a community/social issue*

*Collaborates with people with diverse perspectives and social identities<sup>3</sup> to address a community/social issue*

*Considers own personal attitudes, values, and/or beliefs when considering a community/social issue*

*Acknowledges one's own civic responsibility*

*Leads/Coordinates efforts in addressing a community/social issue*

*Engages in the community in a variety of ways<sup>4</sup>*

<sup>1</sup> Actions/Processes are those steps a student can take to address an issue such as advocacy, voting, contacting elected officials, and community organizing.

<sup>2</sup> Systems are those environments within which actions/processes could be enacted, such as with economic, administrative, social, or governmental systems.

<sup>3</sup> Social identity refers to a person's sense of who they are based on their group membership(s).

<sup>4</sup> Types of engagement activities include but are not limited to: direct, indirect, advocacy, research, fundraising/philanthropy.