Civically Engaged Learning Goals

established 2018, updated 2024

Illinois State University prepares civically engaged students that exhibit the following:

<table>
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<tr>
<th>Outcome</th>
<th>Civic Competence</th>
<th>Civic Engagement</th>
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**Domains**

- **Civic Competence**
  - **Knowledge**
    - Understands the complexity of a community/social issue
    - Examines organizations that address a community/social issue
    - Analyzes actions/processes\(^1\) to be taken and systems\(^2\) in place to address a community/social issue
  - **Skills**
    - 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\(^3\) to address a community/social issue
  - **Disposition**
    - Considers own personal attitudes, values, and/or beliefs when considering a community/social issue
    - Acknowledges one’s own civic responsibility
  - **Participation**
    - Leads/Coordinates efforts in addressing a community/social issue
    - Engages in the community in a variety of ways\(^4\)

\(^1\) Actions/Processes are those steps a student can take to address an issue such as advocacy, voting, contacting elected officials, and community organizing.

\(^2\) Systems are those environments within which actions/processes could be enacted, such as with economic, administrative, social, or governmental systems.

\(^3\) Social identity refers to a person’s sense of who they are based on their group membership(s).

\(^4\) Types of engagement activities include but are not limited to: direct, indirect, advocacy, research, fundraising/philanthropy.