CENTER FOR CIVIC ENGAGEMENT
Illinois State University

Civically Engaged Learning Goals Rubric
established 2018, updated 2024

Construct	*Learning Goal*	Beginning (1)	Developing (2)	Approaching (3)	Executing (4)
Civic Competency					
Civic Knowledge	*Understands the complexity of a community/social issue*	Lists basic information about a community/social issue	Interprets a community/social issue based on research or personal experience	Explains a community/social issue from one specific perspective	Synthesizes multiple perspectives to form a complex and critical understanding of the community/social issue
	Examines organizations that address a community/social issue	Limited awareness of organizations addressing the issue	Lists some organizations responsible for addressing the issue	Recognizes relevant organizations and explains how they address the issue	Examines the interrelationships among organizations and begins to assess their effectiveness in addressing the issue
	Analyzes actions/processes[1] to be taken and systems[2] in place to address a community/social issue	Identifies a few basic actions/processes that can be taken to address an issue	Compares and contrasts multiple actions/processes that can be taken within a specific system to address an issue	Analyzes how the actions/processes can be altered within specific systems to be the most effective in addressing the issue	Creates a plan that combines multiple actions/processes across systems to work to address the issue
Civic Skills	*Questions and critically analyzes a community/social issue*	Asks no questions and demonstrates minimal interest in learning more or solving a problem	Asks simple or surface questions that do little to further learning or solving a problem	Asks deeper questions that seek to help the student create meaning and new ideas	Asks complex questions that illustrate understanding of the problem and consideration of how to solve it
	Applies discipline-specific knowledge to address a community/social issue	Identifies knowledge from an academic discipline that is relevant to an issue	Explains knowledge from an academic discipline and its relevance to an issue	Evaluates systemic causes of issues using knowledge from an academic discipline	Creates new meaning and/or propose unique solutions to issues using knowledge from an academic discipline
	Collaborates with people with diverse perspectives and social identities[3] to address a community/social issue	Expresses a willingness to interact with people while maintaining preferences for their own perspectives and social identities	Demonstrates a willingness to initiate interactions and collaborate with people while recognizing the complexities of different perspectives and social identities	Seeks out interactions and collaborates with people and expresses how others' perspectives and social identities have influenced their own	Regularly participates in interactions and collaborates with people and encourages self-awareness of one's own perspectives and social identities

[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.

Construct	*Learning Goal*	Beginning (1)	Developing (2)	Approaching (3)	Executing (4)
Civic Engagement					
Civic Disposition	*Considers personal attitudes, values, and/or beliefs when considering a community/social issue*	Shows minimal awareness of own personal attitudes, values, and/or beliefs	Identifies own personal attitudes, values, and/or beliefs	Recognizes new and different perspectives in relation to own personal attitudes, values, and/or beliefs	Evaluates insights about personal attitudes, values, and/or beliefs seeking complexity, understanding and recognizing cultural biases, resulting in a shift in self-awareness
	Acknowledges one's own civic responsibility	Little sense of responsibility for committing their time, talent, or resources to aid their community	Source of responsibility to community is derived from external norms, authority, or expectations of others (e.g., parents, clubs, instructors)	Source of responsibility to community is derived from internal motivations (e.g., personal experience, values, passions, interests)	Responsibility and commitment is derived from a connection to and compassion for community
Civic Participation	*Leads/Coordinates efforts in addressing a community/social issue*	Involvement in the community or service is prompted by others	Seeks opportunities to be involved in community or service	Recruits others to be involved in the community or service OR Assumes a role in addressing an issue through involvement in the community or service	Assembles or leads others in addressing issues or participation in group activities OR Creates and maintains their own organization, club, or nonprofit to address an issue
	Engages with the community in a variety of ways[4]	Engagement in the community is limited with little variety in engagement type	Engagement in the community is episodic with not much variance in engagement type	Engagement in the community is frequent and incorporates different types of activities	Community engagement is ongoing with a variety of engagement activities

Sources: AAC&U VALUE Rubrics, 2010; Colby, Beaumont, Ehrlich, & Corngold, 2007; Hahn, Norris, & Weiss, 2017; Musil, 2009; Torney-Purta, Cabrera, Crotts Roohr, Liu, & Rios, 2015

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