### Civically Engaged Learning Goals

**WORKING DOCUMENT (9.18.2018)**

**Outcome**

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

### Domains

- **Civic Competence**
- **Civic Engagement**

### Constructs

- **Knowledge**
- **Skills**
- **Disposition**
- **Participation**

### Learning goals

<table>
<thead>
<tr>
<th>Constructs</th>
<th>Knowledge</th>
<th>Skills</th>
<th>Disposition</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Understands the complexity of a community/social issue</td>
<td>Questions and critically analyzes a community/social issue</td>
<td>Considers own personal attitudes, values, and beliefs when considering a community/social issue</td>
<td>Leads/Coordinates efforts in addressing a community/social issue</td>
</tr>
<tr>
<td></td>
<td>Examines organizations that address a community/social issue</td>
<td>Applies discipline-specific knowledge to address a community/social issue</td>
<td>Acknowledges one’s own civic responsibility</td>
<td>Engages in the community in a variety of ways³</td>
</tr>
<tr>
<td></td>
<td>analyzes⁴ to be taken and systems² in place to address a community/social issue</td>
<td>Collaborates with people with diverse perspectives and social identities³ to address a community/social issue</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

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: direct, indirect, advocacy, research, fundraising/philanthropy.