

## ILO 4: Social Responsibility and Civic Engagement

**Definition:** Social Responsibility and Civic Engagement requires active participation in civic affairs and commitment to working with others to promote social change and improve the quality of life on our campus, in our communities, and throughout the world.

**Outcome:** Students will understand and utilize skills responsible for living as accountable, ethical, and contributing world citizens.

- apply knowledge and skills from their own academic field to civic engagement and social justice
- provide evidence of civic engagement activities and explain the personal and social benefit of community involvement

### Guidelines for General Education Assessment

1. This rubric should be used for **assessment**. It is not meant to be used for grading.
2. You will be asked to report your assessment data in the **Level 1-4** format. Any other reporting format (0-100, for example) will create an inconsistency in scoring and render the data invalid.
3. When using this rubric, it is **not** always expected that all categories on the rubric are assessed in a single assignment. Only report on the categories actually assessed.
4. Set expectations **before** you give an assignment. The expectations for how many students achieve at each level will depend on the level of the course. For example, 100-level courses may rarely have students in the Level 4 category, while higher-level courses will likely have more students achieving Level 4.
5. Ideally, General Education courses that have more than one section should use the same signature assignments and rubrics to assess an ILO in all the sections.
6. Collect data from as many sections as possible. For courses that have multiple sections, it is ideal to have a departmental assessment coordinator. The coordinator can then collate all assessment data.
7. It is the responsibility of the chair of the department (who may delegate to the assessment coordinator) to ensure that all adjuncts who teach General Education courses use agreed-upon signature assignments and collect assessment data.
8. For courses that offer multiple sections, submit data from as many sections as possible. However, if data is missing from one or two sections, simply state this in the narrative and give information for only the sections for which data exists.
9. Remember to collect artifacts (completed student assignments) for each level represented in your course. Artifacts should NOT have any student identifying information (remove names).

*This rubric was created using the Association of American Colleges and Universities (AAC&U) Civic Engagement and Ethics VALUE Rubrics. Retrieved from <https://www.aacu.org/value-rubrics>*

**ILO 4: Social Responsibility and Civic Engagement**  
**ADAPTED FROM THE AAC&U CIVIC ENGAGEMENT AND ETHICS VALUE RUBRICS**

|  | <b>Level 4</b>   | <b>Level 3</b>  | <b>Level 2</b>   | <b>Level 1</b>  |
|--|--|---|--|---|
| <b>Diversity of Communities and Cultures</b>         | Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.  | Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.                    | Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures. | Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.   |
| <b>Analysis of Knowledge</b>                         | Connects and extends knowledge (facts, theories, etc.) from their own academic study/field/discipline to civic engagement and to their own participation in civic life, politics, and government.  | Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government. | Begins to connect knowledge (facts, theories, etc.) from their own academic study/field/discipline to civic engagement and to their own participation in civic life, politics, and government.           | Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.                      |
| <b>Civic Identity and Commitment</b>                 | Provides evidence of experience in civic-engagement activities and describes what they have learned about themselves as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.        | Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.                      | Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.   | Provides little evidence of their experience in civic-engagement activities and does not connect experiences to civic identity.   |
| <b>Civic Communication</b>                           | Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action  | Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.   | Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.  | Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.   |
| <b>Civic Action and Reflection</b>                   | Demonstrates independent experience and <i>shows initiative in team leadership</i> of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions. | Demonstrates independent experience and <i>team leadership</i> of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.   | Has clearly <i>participated</i> in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.   | Has <i>experimented</i> with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.   |
| <b>Civic Contexts/ Structures</b>                    | Demonstrates ability and commitment to <i>collaboratively work across and within</i> community contexts and structures <i>to achieve a civic aim</i> .   | Demonstrates ability and commitment to work actively <i>within</i> community contexts and structures <i>to achieve a civic aim</i> .  | Demonstrates experience identifying intentional ways to <i>participate in</i> civic contexts and structures.   | Experiments with civic contexts and structures, <i>tries out a few to see what fits</i> .   |
| <b>Ethical Self-Awareness</b>                        | Discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.   | Discusses in detail/analyzes both core beliefs and the origins of the core beliefs.   | States both core beliefs and the origins of the core beliefs.  | States either their core beliefs or articulates the origins of the core beliefs but not both.   |
| <b>Application of Ethical Perspectives/ Concepts</b> | Independently applies ethical perspectives/concepts to an ethical question, accurately, and considers full implications of the application.  | Independently applies ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.   | Applies ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.  | Applies ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.). |