

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 16 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Civic engagement is defined as an array of knowledge, abilities, values, attitudes, and behaviors that in combination, allow individuals to contribute to the civic life of their communities. It may include, among other things, exploration of one's role and responsibilities in society; knowledge of and ability to engage with political systems and processes; and/or course-based or extra-curricular efforts to identify and address issues of public or community concern, particularly as they address the African American community.

Framing Language

Preparing graduates for their public lives as citizens, members of communities, and professionals in society has historically been a responsibility of higher education. Yet the outcome of a civic-minded graduate is a complex concept. Civic learning outcomes are framed by personal identity and commitments, disciplinary frameworks and traditions, pre-professional norms and practice, and the mission and values of colleges and universities. This rubric is designed to make the civic learning outcomes more explicit. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. For students this could include community-based learning through service-learning classes, community-based research, or service within the community. Multiple types of work samples or collections of work may be utilized to assess this, such as:

- The student creates and manages a service program that engages others (such as youth or members of a neighborhood) in learning about and taking action on an issue they care about. In the process, the student also teaches and models processes that engage others in deliberative democracy, in having a voice, participating in democratic processes, and taking specific actions to affect an issue.
- The student researches, organizes, and carries out a deliberative democracy forum on a particular issue, one that includes multiple perspectives on that issue and how best to make positive change through various courses of public action. As a result, other students, faculty, and community members are engaged to take action on an issue.
- The student works on and takes a leadership role in a complex campaign to bring about tangible changes in the public's awareness or education on a particular issue, or even a change in public policy. Through this process, the student demonstrates multiple types of civic action and skills.
- The student integrates their academic work with community engagement, producing a tangible product (piece of legislation or policy, a business, building or civic infrastructure, water quality or scientific assessment, needs survey, research paper, service program, or organization) that has engaged community constituents and responded to community needs and assets through the process.

In addition, the nature of this work lends itself to opening up the review process to include community constituents that may be a part of the work, such as teammates, colleagues, community/agency members, and those served or collaborating in the process.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Civic identity:** When one sees her or himself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes. Civic identity refers to an individual's sense of belonging, attachment, and responsibility to their community or society. It encompasses one's understanding of their role as a member of a larger collective and their commitment to participating in the civic life of their community or nation. Key aspects of civic identity include sense of belonging, awareness of rights and responsibilities, commitment to democratic values, engagement in civic life, and contributing to the common good
- **Service-learning class:** A course-based educational experience in which students participate in an organized service activity and reflect on the experience in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.
- **Community needs** refer to the essential requirements, services, resources, and support systems necessary for the well-being and development of individuals and groups within a community. Common community needs include basic needs, education, economic development, safety and security, social services, cultural and recreation opportunities, and environmental sustainability.
- **Communication skills:** Listening, deliberation, negotiation, consensus building, and productive use of conflict.
- **Civic life:** The public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests.
- **Politics:** A process by which a group of people, whose opinions or interests might be divergent, reach collective decisions that are generally regarded as binding on the group and enforced as common policy. Political life enables people to accomplish goals they could not realize as individuals. Politics necessarily arises whenever groups of people live together, since they must always reach collective decisions of one kind or another.
- **Political Systems:** refers to the framework of institutions, laws, and practices that govern a society and its decision-making processes. It encompasses the structures and mechanisms through which individuals and groups within a society interact, compete for power, make collective decisions, and allocate resources.
- **Government:** "The formal institutions of a society with the authority to make and implement binding decisions about such matters as the distribution of resources, allocation of benefits and burdens, and the management of conflicts" (Retrieved from the Center for Civic Engagement website, May 5, 2009)
- **Civic/community contexts:** Organizations, movements, campaigns, a place or locus where people and/or living creatures inhabit, which may be defined by a locality (school, national park, non-profit organization, town, state, nation) or defined by shared identity (i.e., African-Americans, North Carolinians, Americans, the Republican or Democratic Party, refugees, etc.). In addition, contexts for civic engagement may be defined by a variety of approaches intended to benefit a person, group, or community, including community service or volunteer work, academic work.
- N/A: Not applicable to the assignment. Artifact is not appropriate for the assessment of this SLO.

Virginia State University General Education CIVIC ENGAGEMENT VALUE RUBRIC

For more information, please contact value@aacu.org

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Exceeds Standard	Meets Standard (assess @ reinforce)	Approaching	Introducing (Assess @ Introduce)	Not evident Or Not Applicable
	4	3	2	1	0 / N/A
Synthesis of Knowledge PLO 3 Propose potential solutions to civic, social, environmental, historical, or economic challenges to meet community needs	The student connects and synthesizes knowledge to propose innovative and well-supported solutions to address civic, social, environmental, historical, or economic challenges, demonstrating creativity, critical thinking, and a deep understanding of root causes, or systemic and institutional underlying structural factors that contribute to or perpetuate those challenges.	The student proposes effective solutions to address civic, social, environmental, historical, or economic challenges, supported by evidence and logical reasoning from identifying root causes, or systemic and institutional underlying structural factors that contribute to or perpetuate those challenges.	The student proposes basic solutions to address civic, social, environmental, historical, or economic challenges, but lacks thoroughness or originality with some consideration to root causes, or systemic and institutional underlying structural factors that contribute to or perpetuate those challenges.	The student proposes limited solutions to address civic, social, environmental, historical, or economic challenges without considering root causes, or systemic and institutional underlying structural factors that contribute to or perpetuate those challenges.	Did not address the established standard. Not applicable to the assignment.
Civic Identity PLO 2: Articulate their own civic identity and how one participates as an informed citizen in a democratic society.	Student articulates a clear and sophisticated understanding of their civic identity and demonstrates a high level of awareness of how to engage as an informed citizen in a democratic society, integrating personal experiences and perspectives effectively and a continued commitment to public action.	Student articulates their civic identity and describes what she/he has learned about how to participate as an informed citizen in a democratic society, with some reflection on personal experiences, perspectives, and commitment.	Student articulates a basic understanding of their civic identity and shows some awareness of how to participate as an informed citizen in a democratic society, but lacks depth or personal reflection.	Student struggles to articulate their civic identity and demonstrates limited understanding of how to participate as an informed citizen in a democratic society.	Did not address the established standard. Not applicable to the assignment.

	Exceeds Standard	Meets Standard (assess @ reinforce)	Approaching	Introducing (Assess @ Introduce)	Not evident Or Not Applicable
	4	3	2	1	0 / N/A
<p>Political Systems (<i>democracy, authoritarianism, oligarchy, theocracy, anarchy, monarchy, tribalism, socialism</i>)</p> <p>PLO 1 Describe political systems and how they function.</p>	<p>Student demonstrates a comprehensive understanding of various political systems and effectively explains their functioning with clear examples and analysis.</p>	<p>Student demonstrates a solid understanding of political systems and effectively explains their functioning with relevant examples and analysis.</p>	<p>Student demonstrates a basic understanding of political systems and provides some explanation of their functioning, but lacks depth or clarity.</p>	<p>Student demonstrates limited understanding of political systems and struggles to describe their functioning.</p>	<p>Did not address the established standard.</p> <p>Not applicable to the assignment.</p>
<p>Advocacy</p> <p>PLO 4 Evaluate the impacts of political or corporate policies on individuals, communities, and the environment.</p>	<p>Student provides a thorough evaluation of the impacts of political or corporate policies on individuals, communities, and the environment, supported by comprehensive evidence and sophisticated analysis.</p>	<p>Student provides well-reasoned evaluations of the impacts of political or corporate policies on individuals, communities, and the environment, supported by relevant evidence and analysis.</p>	<p>Student provides basic evaluations of the impacts of political or corporate policies on individuals, communities, and the environment, but lacks depth or thoroughness.</p>	<p>Student struggles to evaluate the impacts of political or corporate policies on individuals, communities, and the environment effectively.</p>	<p>Did not address the established standard.</p> <p>Not applicable to the assignment.</p>

