

Civic-Minded Graduate Rubric 2.0

Background

The Civic-Minded Graduate (CMG) rubric was originally created by staff from the Center for Service and Learning (CSL) at Indiana University Purdue University-Indianapolis (IUPUI) (see Steinberg, Hatcher, & Bringle, 2011). In its first iteration this rubric was attached to an interview protocol - additional information about the construct and other assessment tools can be found [here](#).

A goal of this project was to untie the rubric from that specific data collection tool and thereby, allow it to travel across multiple artifacts of and experiences in learning. Related to that, the purpose of this project was to create a practical tool for faculty and staff to use when assessing either a large, broad civic learning goal related to obtaining a tertiary education- being a civic minded graduate- or assessing a certain aspect of being civic-minded as it relates to a specific learning experience, initiative, pedagogy or program.

In order to achieve these goals, the authors of this updated tool embarked on two research projects that assessed the degree to which the original rubric accurately operationalized its construct (civic-mindedness). Through these exercises the authors realized that steps needed to be taken to enhance and strengthen the tool. Throughout this project steps were taken to engage practitioners, scholars, and leading experts in civic-mindedness from various institutions of higher education. If you have questions about this process please contact haweiss@iupui.edu, one of the authors of this tool.

Framing

Civic-mindedness is defined as “a person’s inclination or disposition to be knowledgeable of and involved in the community, and to have a commitment to act upon a sense of responsibility as a member of that community” (Bringle, & Steinberg, 2010, p. 429). A civic-minded graduate is “a person who has completed a course of study (e.g., bachelor’s degree) and has the capacity and desire to work with others to achieve the common good” (Steinberg, Hatcher, & Bringle, 2011, p. 20).

Glossary

Definitions of some terms and concepts used in this rubric, which are proposed to clarify their use here, in this rubric, only.

Social issues: the topics, problems, or assets being faced by a particular population or a particular location (i.e., geographically bound). Some typical social issues our communities are facing in the 21st century could be, but is not limited to: opioid epidemic, homeless youth and families, access to educational institutions (i.e., college pipelines for minoritized identities, cultures, or ethnicities), identity politics (e.g., marriage equality, religious freedom,

Community engagement: utilizing institutional resources (people, places, money, time, etc.) to meaningfully serve with community partners, organizations, or members as we learn (more) about and address or work to solve the most pressing social issues facing our communities.

Systems: economic and political aspects of the U.S. democracy and capitalistic society.

Power structures: physical, embodied, or rhetorical aspects of authority and/or rule that allow those in or seeking power (as a group or individual) to have certain privileges that others (e.g., minoritized identities, cultures, or ethnicities) are not granted.

Intended Use

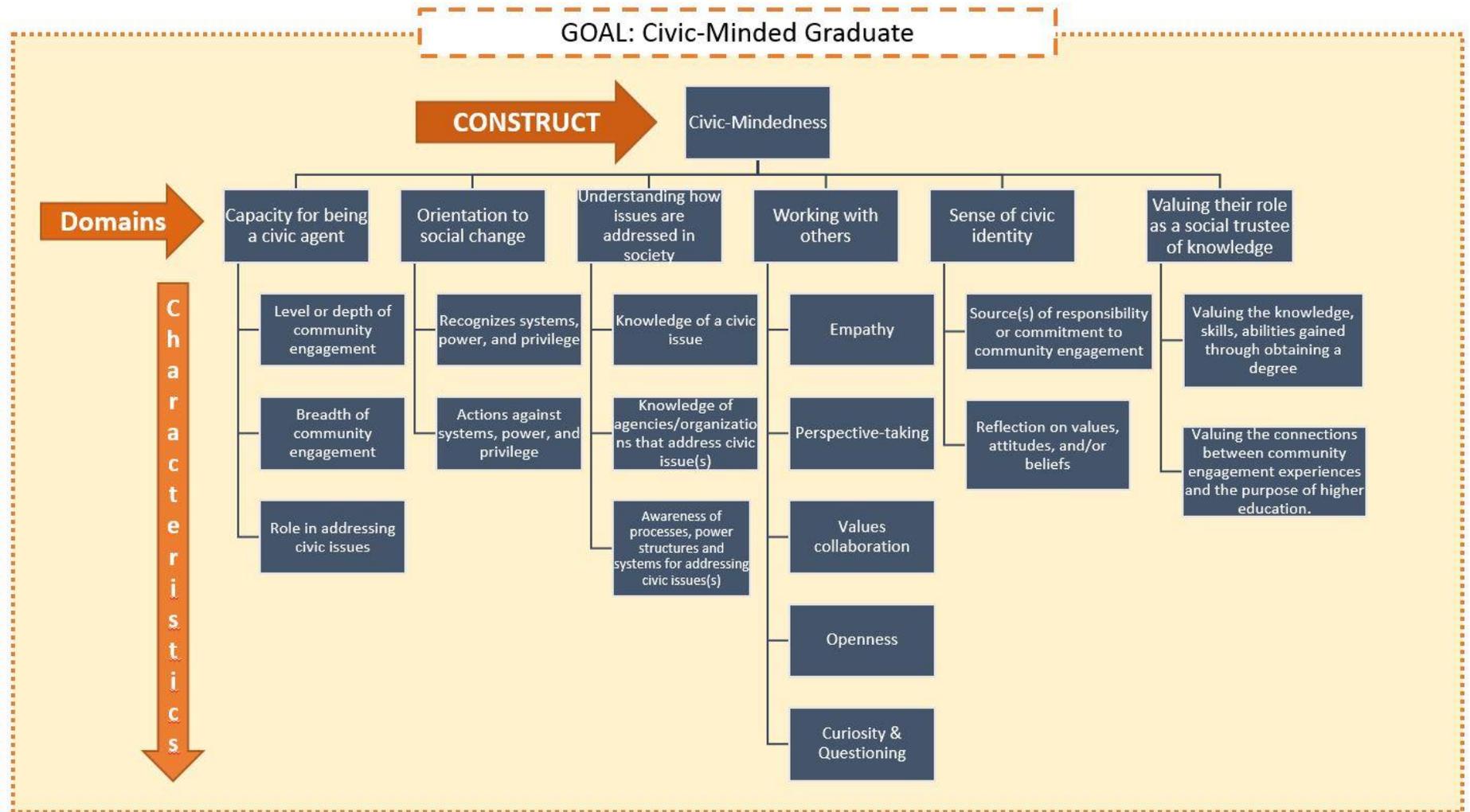
CMG RUBRIC 2.0 is intended for use by faculty, staff, and administrators who are interested in assessing evidence of students’ civic learning and development, whether that is the construct of civic-mindedness or a specific domain of civic-mindedness (See Figure 1). The value of CMG RUBRIC 2.0 to outcomes assessment in higher education is that it makes the characteristics that comprise a particular civic learning goal - civic-mindedness - more explicit and therefore, enhances the ability to assess evidence of a variety of students’ civic learning across a variety of learning experiences (e.g., episodic service event, community-based or engaged curriculum, living-learning communities, research on social issue with faculty, study abroad, scholarship programming). Of course the tool- or parts of it- can be applied to artifacts of learning, but we also encourage users to allow it to guide your creation of prompts for generating artifacts of learning (forming reflection prompts, guiding group discussions, informing interview schedules, etc.)

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Overview

Figure 1 below is provided to guide the reader through all of the domains, characteristics, and then features or components that further articulate the way your undergraduate students may move or grown in their civic learning and development.

Figure 1: Overview of Goal, Construct, and Outcomes



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DOMAIN	Characteristics	0-1 Beginner	2-3 Developing	4-5 Competent	6-7 Accomplished
Capacity to be a civic agent	<i>Level or Depth of community engagement</i>	Community engagement is occasional or episodic .	Community engagement is a routine commitment.	Community engagement is a frequent and ongoing commitment.	Community engagement is sustained over time.
	<i>Breadth of community engagement</i>	Little or no mention (0-1) of the variety of ways they have participated in community engagement activities: direct, indirect, advocacy, research, fundraising/philanthropy (in-kind contributions).	Limited number (2) of types of activities they have participated in community engagement activities: direct, indirect, advocacy, research, fundraising/philanthropy (in-kind contributions).	Multiple types of activities (3) they have participated in community engagement activities: direct, indirect, advocacy, research, fundraising/philanthropy (in-kind contributions).	Numerous types of activities (4+) they have participated in community engagement activities: direct, indirect, advocacy, research, fundraising/philanthropy (in-kind contributions).
	<i>Role in addressing social issues</i>	Others prompt their involvement in the community or service	Actively seeks opportunities to be involved in the community or service.	Recruits others to be involved in the community or service or assumes a role in addressing a social issue through involvement in the community or service.	Assembles or leads others in addressing social issues or participating in group activities or starts and maintains organization, club, or nonprofit to address a social issue.

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DOMAIN	Characteristics	0-1 Beginner	2-3 Developing	4-5 Competent	6-7 Accomplished
Orientation towards social change	<i>Recognizes systems, power, and privilege.</i>	Little to no awareness of sources of one's privilege(s), and/or systems of oppression(s).	Identifies sources of one's privilege(s), and/or systems of oppression(s).	Compares sources of one's privilege(s), and/or systems of oppression(s) within certain groups.	Assesses sources of one's privilege(s), and/or systems of oppression(s), across various groups.
	<i>Actions against systems, power, and privilege.</i>	Little to no awareness of actions that directly support the oppression or privileges of marginalized groups.	Recognizes the harmfulness of oppressive and privileged behaviors, but is uncertain of steps to take to modify one's behavior.	Modifies one's own behavior and interrupts harmful, oppressive, or privileged behaviors.	Consistently interrupts harmful, oppressive, or privileged behaviors and challenges or educates others on issues of oppression and privilege.

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DOMAIN	Characteristics	0-1 Beginner	2-3 Developing	4-5 Competent	6-7 Accomplished
Understanding how social issues are addressed in society	<i>Knowledge of a social issue.</i>	Lists some social issues or states basic details of a social issue.	Interprets social problem(s) or issue(s), based on research or personal experience with a social issue.	Compares and contrasts a specific perspective or lens (e.g., disciplinary, ideological, political, religious, theoretical) as it/they apply to that social issue.	Synthesizes multiple perspectives to form a complex and critical understanding of a social issue.
	<i>Knowledge of agencies/ organizations that address social issues.</i>	Limited to no awareness of agencies/ organizations focused on addressing the social issue.	Lists agencies/organizations responsible for addressing the social issues.	Recognizes relevant agencies/organizations and explain how they address a social issue.	Recognizes the interrelationship among agencies/organizations and begins to assess the effectiveness and legitimacy of various methods to address a social issue.
	<i>Awareness of power structures and systems when trying to address a social issue.</i>	Describes a few actions or processes (e.g., advocating, voting, boycotting, contacting elected officials) that can be taken to address social issues with little to no mention of the role of power or systems (economic, administrative, social, etc.).	Compare and contrast the multiple actions or processes (e.g., advocating, voting, boycotting, contacting elected officials) that can be taken to address social issues within current power structures and systems (economic, administrative, social, etc.).	Create a plan that involves multiple actions or processes (e.g., advocating, voting, boycotting, contacting elected officials) that can be taken to address social issues within current, different, or idealized power structures and systems (economic, administrative, social, etc.).	Analyze how the action(s) or role(s) taken to address social issues (e.g., voting vs. testifying in front of elected official) can be altered within current, different, or idealized systems (economic, administrative, social, etc.).

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DOMAIN	Characteristics	0-1 Beginner	2-3 Developing	4-5 Competent	6-7 Accomplished
Working with Others¹	<i>Empathy</i>	States the experience of others through one's own worldview.	Identifies components of other perspectives and experiences within one's own worldview while acknowledging others feelings and experiences.	Analyzes the intellectual and emotional components of other perspectives and experiences within more than one worldview while sympathizing with others feelings and experiences.	Values the intellectual and emotional components of other perspectives and experiences within more than one worldview while accepting and internalizing the feelings and experiences of others.
	<i>Perspective-taking</i>	States their own perspectives (e.g., cultural, disciplinary, ethical).	Explains their own perspectives and identifies perspectives of others.	Analyzes multiple perspectives for points of commonalities and differences.	Evaluates diverse perspectives (e.g., cultural, disciplinary, ethical) in the face of multiple and even conflicting positions.
	<i>Values collaboration</i>	States that collaboration is important with little or no mention of collaborating with others.	Describes why collaboration is important while giving examples of collaborating with others.	Articulates (in)effective qualities of collaboration (e.g., communication, coordination, setting goals) while detailing their role in an (in)effective collaboration.	Analyzes collaborations in order to choose effective strategies to maximize benefits; distinguishes between (in)effective qualities of collaborations and provides personal examples.
	<i>Openness</i>	Expresses willingness to interact with diverse others, while maintaining preferences for their own norms and perspectives.	Demonstrates a willingness to initiate interactions with diverse others while comparing and contrasting various norms and biases and recognizing the complexities of different perspectives.	Seeks out interactions with diverse others and expresses how evaluating others' perspectives have influenced their own norms and biases.	Regularly participates in interactions with diverse others and encourages self-awareness of one's own norms and biases.
	<i>Curiosity & Questioning</i>	Asks few questions and demonstrates minimal interest in learning more about others.	Asks simple or surface questions that do little to further mutual learning and respect.	Asks deeper questions that illustrate both what the student knows and does not know, while encouraging others to contribute to an ongoing dialogue toward mutual learning and respect.	Asks complex questions that illustrate both what the student knows and does not know while valuing dialogue and debate often necessary to elevate mutual learning and respect.

¹ Empathy, perspective-taking, self-awareness, openness & curiosity are all adapted from [AAC&U VALUE Rubrics \(Rhodes \[Ed\], 2010\)](#).

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DOMAIN	Characteristics	0-1 Beginner	2-3 Developing	4-5 Competent	6-7 Accomplished
Sense of civic identity	<i>Source(s) of responsibility or commitment to community engagement</i>	Little to no sense of responsibility of committing their time, talent or resources to ways that make a difference in the community.	Source of responsibility is derived from external norms, authority, or expectations of others (e.g., parents, instructor, advisor, clubs, religious organizations).	Source of responsibility is derived from internal motivations (i.e., personal experience, values and beliefs, and/or self-identified passions and interests).	Responsibility and commitment is derived from a connection to and compassion for community (i.e., no expectation of reward or recognition; not about personal accomplishment[s]).
	<i>Reflection on values, attitudes and/or beliefs.</i>	Reflection on their personal values, attitudes, and beliefs is one sided.	Aware of their personal values, attitudes, and beliefs in relation to others.	Critically examines their personal values, attitudes and beliefs in relation to others.	Demonstrates evidence of adjusting their own personal values, attitudes, and beliefs in relation to others, while constructively challenging the attitudes, values, and beliefs of others.

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DOMAIN	Characteristics	0-1 Beginner	2-3 Developing	4-5 Competent	6-7 Accomplished
Valuing their role as a social trustee of knowledge	<i>Valuing the knowledge, skills and abilities gained through obtaining degree through higher education.</i>	Little to no mention of knowledge, skills or abilities (KSAs) gained through curricular and/or co-curricular experiences.	Describes relevant curricular and/or co-curricular experiences and expresses how those experiences have contributed to their KSAs.	Distinguishes relevant curricular and/or co-curricular experiences and how those have contributed to their knowledge, skills or abilities, while interpreting how those KSAs relate to addressing a social issue.	Values relevant curricular and/or co-curricular experiences in contributing to their knowledge, skills or abilities, while also constructing a plan to applying KSAs to address a social issue.
	<i>Valuing the connections they make between their community engagement experiences and the purpose of obtaining a degree through higher education.</i>	Describes the <i>personal benefit</i> of higher education (e.g., able to make more money, learn how to learn, be competitive in the workforce).	Questions their motivations or the purpose of their major or concentration in higher education (e.g., community engagement experiences lead to questioning their major area of study).	Connecting their major or concentration in higher education to improving society or serving others.	Values how their intended profession or career or discipline improves society or services others (i.e., education has both a personal and a public good benefit).