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). This rubric was originally created to use alongside an interview protocol or narrative prompt - additional information about the construct and other assessment tools can be found here. CMG 2.0 was developed in order to travel across multiple artifacts of and experiences in learning and service. The goal of this validation project was to create an updated and practical tool for faculty and staff to use when assessing either a large, broad civic learning goal related to tertiary learning experiences- being a civic minded graduate- or assessing a certain aspect of being civic-minded (empathy, curiosity, depth of community engagement, etc.) as it relates to a specific experience, initiative, pedagogy or program.

In order to achieve these goals, the authors of this updated tool embarked upon 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 validation methods needed to be taken to enhance and strengthen the tool. Throughout this method, steps were taken to engage practitioners, scholars, and leading experts in civic-mindedness from various institutions of higher education. All of this was undertaken through a collaboration between three entities hosted by IUPUI: Office of Community Engagement, Center for Service and Learning, Indiana Campus Compact. 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 assets, topics or problems faced by a particular population or a particular location (i.e., geographically bound). Some typical social issues that communities are facing in the 21st century could be, but are 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 or gender equality), religious freedom, economic challenges (i.e., poverty, affordable housing).

Community: a collectivity defined by a mutually beneficial relationship and bound by a shared experience or compact.

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

Community engagement: utilizing institutional resources (e.g., people, places, money, time) to meaningful serve and learn with community partners, organizations, or members in order to address the most pressing social issues in our community.

Power structures: physical, embodied, or rhetorical aspects of authority, exploitation, and/or rule that allot those in or seeking power (as a group or individual) certain privileges, which others are excluded from and/or oppressed within neoliberal, paternalistic systems.

Notes about the Use of this Rubric

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 in how it makes the characteristics of a particular civic learning goal more explicit and therefore, it enhances the ability to assess a variety of students' civic learning across a variety of highly engaged learning experiences. The tool- or parts of it- can be applied to artifacts of learning, but it can also guide the creation of prompts for generating artifacts of learning (forming reflection prompts, guiding group discussions, informing interview protocols, etc.). Users will notice that within/across a row of the CMG 2.0 Rubric (aka, characteristic) the verbs are scaled along Bloom's (1956) *Taxonomy of Educational Objectives*. The authors believe it to be more important that the movement within a characteristic be easily observable, rather than tied to a certain "level" of performance (e.g. all "Beginners" are within the knowledge level of Bloom's taxonomy).

Civic-Minded Graduate Rubric 2.0

IUPUI
OFFICE OF COMMUNITY
ENGAGEMENT
INDIANA UNIVERSITY–PURDUE UNIVERSITY
Indianapolis

IUPUI
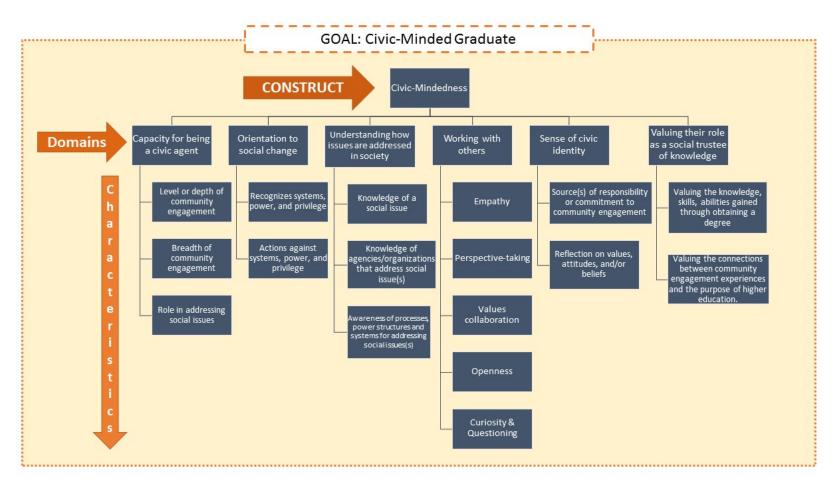CENTER FOR SERVICE AND LEARNING

Campus Compact
Indiana

Overview

Figure 1 below is provided to guide the reader through all of the domains and characteristics that further articulate the way undergraduate students may grow in their civic learning and development.

Figure 1: Overview of Goal, Construct, and Outcomes

Civic-Minded Graduate Rubric 2.0

DOMAIN	Characteristics	0-1 Beginner	2-3 Developing	4-5 Competent	6-7 Accomplished
Capacity to be a civic agent	*Level or Depth of community engagement*	Community engagement is **occasional or episodic.**	Community engagement is a **routine** commitment.	Community engagement is a **routine** commitment and done **frequently**.	Community engagement is a **routine** commitment, done **frequently,** and **sustained** over time.
	Breadth of community engagement (e.g., direct, indirect, advocacy, research, fundraising/philanthropy, in-kind contributions)	**Little or no mention** (0-1) of the types of community engaged activities in which the student has participated.	**Limited number** (2) of the types of community engaged activities in which the student has participated.	**Multiple** (3) types of community engaged activities in which the student has participated.	**Numerous** (4+) types of community engaged activities in which the student has participated.
	Role in addressing social issues	**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 responsibility** (e.g., takes the initiative) in addressing a social issue through involvement in the community or service.	**Assembles or leads others** in addressing social issues or in participating in group activities **or starts and maintains** organization, club, or nonprofit to address a social issue.

Civic-Minded Graduate Rubric 2.0

DOMAIN	Characteristics	0-1 Beginner	2-3 Developing	4-5 Competent	6-7 Accomplished
Orientation towards social change	*Recognizes systems, power, and privilege.*	**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.
	Actions against systems, power, and privilege.	**Little to no awareness** of actions that directly support the oppression of or restricts opportunities for 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.

Civic-Minded Graduate Rubric 2.0

DOMAIN	Characteristics	0-1 Beginner	2-3 Developing	4-5 Competent	6-7 Accomplished
Understanding how social issues are addressed in society	*Knowledge of a social issue.*	**Lists** some social issues or states basic details of a social issue.	**Interprets** social problem(s) or issue(s), based on research and 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.
	Knowledge of agencies/ organizations that address social issues.	**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 explains how they address a social issue.	**Recognizes the interrelationship among** agencies/organizations **and can assess** the effectiveness and legitimacy of various methods to address a social issue.
	Awareness of power structures and systems when trying to address a social issue(s).	**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 (e.g., economic, administrative, social).	**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 (e.g., economic, administrative, social).	**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 or different power structures and systems (e.g., economic, administrative, social).	**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 or different power structures and systems (e.g., economic, administrative, social).

Civic-Minded Graduate Rubric 2.0

DOMAIN	Characteristics	0-1 Beginner	2-3 Developing	4-5 Competent	6-7 Accomplished
Working with Others[1]	*Empathy*	**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 others' 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** the feelings and experiences of others.
	Perspective-taking	**States** own perspectives (e.g., cultural, disciplinary, ethical).	**Explains** 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.
	Values collaboration	**States** that collaboration is important with little or no mention of collaborating with others.	**Describes** why collaboration is important and gives examples of collaborating with others.	**Articulates** (in)effective qualities of collaboration (e.g., communication, coordination, setting goals) and details own 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.
	Openness	**Expresses willingness** to interact with diverse others, while maintaining preferences for own norms and perspectives.	**Demonstrates a willingness** to initiate interactions with diverse others and compare and contrast various norms and biases and recognize 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.
	Curiosity & Questioning	**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).

Civic-Minded Graduate Rubric 2.0

DOMAIN	Characteristics	0-1 Beginner	2-3 Developing	4-5 Competent	6-7 Accomplished
Sense of civic identity	*Source(s) of responsibility or commitment to community engagement*	**Little to no sense of responsibility** to commit 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]).
	Reflection on values, attitudes and/or beliefs.	Little to no reflection on personal values, attitudes, and beliefs.	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.

Civic-Minded Graduate Rubric 2.0

DOMAIN	Characteristics	0-1 Beginner	2-3 Developing	4-5 Competent	6-7 Accomplished
Valuing one's role as a social trustee of knowledge	*Valuing the knowledge, skills and abilities gained through obtaining degree through higher education.*	**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, **and interprets** 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, **and also constructs a plan** to apply KSAs to address a social issue.
	Valuing the connections between community engagement experiences and the purpose of obtaining a degree through higher education.	**Describes** the *personal benefit* of higher education (e.g., able to make more money, learn how to learn, be competitive in the workforce).	**Questions** own motivations or the purpose of major or concentration in higher education (e.g., community engagement experiences lead to questioning the major area of study). .	**Connects** major or concentration in higher education to improving society or serving others.	**Values** how the intended profession or career or discipline improves society or serves others (i.e., education has both a personal and a public good benefit).