

Civic Engagement

Fairminded critical thinkers are concerned about the welfare of others. They analyze their own egocentric tendencies that are self-serving and consider the impact of sociocentrism, tendencies that are group serving. They question or analyze whether actions are helpful or harmful.

1. The student will be able to summarize how civic engagement activities impact thoughts, feelings, and/or behavior related to perceived role in the community.
2. The student will be able to describe ethical issues and consider the various implications.
3. The student will be able to show evidence of fairness by providing a clear unbiased description of multiple points of view.
4. The student will be able to explain what it would be like to think and feel as other people do.
5. The student will be able to explain how actions can affect social, environmental, and/or economic aspects of the community now and in the future.
6. The student will be able to provide specific steps that lead to sustainability.
7. The student will be able to analyze how public policy, political systems, government, or historical events impact social, environmental, and/or economic aspects of the community.
8. The student will be able to explain how course content can be applied to civic engagement activities.
9. The student will be able to explain how civic engagement activities and coursework together lead to a high level of learning.

PVCC General Education Civic Engagement Rubric

| Dimension | Score = 2: meets or exceeds standards for competency | Score = 1: needs improvement | Score = 0: does not meet minimum standards |
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| Civic Identity | Summarized in <i>depth</i> how personal perspective and perceived role in the community are connected to and/or impacted by the civic engagement activity. | Summarized in general how personal perspective and perceived role in the community are connected to and/or impacted by the civic engagement activity. | Summarized superficially how personal perspective and perceived role in the community are connected to and/or impacted by the civic engagement activity. |
| Ethical Issues and Dilemmas | Showed evidence of <i>fairness</i> by providing a <i>clear</i> unbiased description of multiple points of view and <i>specific</i> examples of what it would be like to think and feel as other people do. | Attempted fairness by vaguely describing points of view and what it would be like to think and feel as other people do. | Made no attempt at fairness. Provided a one-dimensional or no description and/or provided a biased description of others' thoughts and feelings. |
| Sustainability | <i>Clearly</i> explained how actions can affect social, environmental, and/or economic aspects of the community now and in the future and provided specific examples of steps that lead to sustainability (<i>breadth/depth</i>). | Clearly explained how actions can affect social, environmental, and/or economic aspects of the community now and in the future but did not provide specific examples of steps that lead to sustainability. | Failed to explain how actions can affect social, environmental, and/or economic aspects of the community now and in the future and did not provide specific examples of steps that lead to sustainability. |
| Civic Knowledge | Provided an in <i>depth</i> and <i>accurate</i> analysis of how public policy, political systems, government, or historical events impact social, environmental, and/or economic aspects of the community. | Provided a vague, but accurate, analysis of how public policy, political systems, government, or historical events impact social, environmental and/or economic aspects of the community. | Provided an inadequate analysis of how public policy, political systems, government, or historical events impact social, environmental and/or economic aspects of the community. |
| Integrative Learning | Explained in <i>depth</i> how course content was <i>relevant</i> to the activity and how the activity and coursework collectively impacted learning. | Vaguely explained how course content was <i>relevant</i> during the activity and how the activity and coursework collectively impacted learning. | Obscurely explained how course content was applied during the activity and did not describe how the activity and coursework collectively impacted learning. |