

General Education Committee Agenda

October 28th, 2013

Approval of Minutes

Update: Guidelines for Faculty Proposals

GEC Oversight Function

Review of Goal Criteria:

Arts & Humanities

Ethical Perspectives

Wellness Concepts

Update on New Criteria:

Civic Involvement

ARGOS Reports

November Meeting Time

New/Other Business

**The Minutes of
THE GENERAL EDUCATION COMMITTEE
OF
ARKANSAS TECH UNIVERSITY**

The General Education Committee met Monday, October 28, 2013 at 11:00 a.m. in the Baswell Techionery, room 202. The following were present:

Dr. Jackie Bowman	Dr. J.J. Mayo
Dr. Cheryl Chaney	Ms. Karen Riddell
Dr. Erin Clair	Dr. David Roach
Ms. Gwen Faulkenberry	Ms. Jennifer Saxton
Dr. Justin Killingsworth	Dr. Joseph Swain

Absent: Mr. Zack Crossett, Dr. Theresa Herrick

Guests: Dr. Monica Varner

Call to Order Dr. Swain called the meeting to order and asked for approval of the September minutes. Dr. Bowman made a motion to approve, Dr. Clair seconded the motion. Motion passed.

Guidelines Dr. Swain proposed to the committee that the “Guidelines for Faculty Proposals” be put on hold for the time being. He said that Dr. Varner is working on the curriculum form and it is close to being complete, but there may need to be some changes in the wording.

GEC Function Dr. Swain then distributed a copy of the “Proposal to the Faculty Senate to Establish a General Education Committee at Arkansas Tech University” document from 2008. He pointed out to the committee some passages from the document that clarified the purpose and functions of the General Education Committee. There had been questions in the past as to whether it was the responsibility of the General Education Committee to send out data that has been collected to the faculty. The function section says that the General Education Committee will: “regularly assess effectiveness; monitor general education goals and requirements; review and or recommend proposals that affect general education; and clearly and publicly articulate the purposes, content, and intended learning outcomes of general education at Arkansas Tech University” indicating that it is the General Education Committee’s responsibility to send out the data.

Dr. Swain commented to the committee that departments are collecting their own data and that the committee needs to support those efforts. Dr. Varner commented that the committee also needed to make sure that they did not change what others were already doing and that those collecting

the data would let us know if any of the criteria were off base. She said the bottom line is to get people involved.

Review of Criteria

Arts and Humanities – Dr. Swain suggested to the committee that no changes be made to the criteria that are in the works at this time for the Arts and Humanities goal. The committee needs to make a statement that the criteria in the 2009 report are correct.

Ethical Perspectives – Dr. Swain asked Dr. Roach if he had an update on this goal. Dr. Roach said that he needed to know what the criteria for this goal are and what was already being collected. Dr. Swain told Dr. Roach that he would send him an electronic copy of the goals and the criteria that go with each. The committee talked about needing to find out what data is already being collected regarding Ethical Perspectives through courses.

Dr. Roach handed out an “Ethical Reasoning Value Rubric” from the Association of American Colleges and Universities to the committee. The committee discussed the DIT (Defining Issues Test) and getting funding for that. Dr. Varner told the committee that there are two grants through the Assessment Committee and that this test could probably be funded through the Recurring grant. The committee then discussed how to go about giving the DIT test and Dr. Varner suggested a random sample of students each fall semester in some of the General Education classes.

Ms. Faulkenberry expressed concern that faculty might not be given enough guidance on how to teach courses so that they are meeting the criteria, especially adjunct faculty. Dr. Clair commented that there is an Adjunct Dinner before each fall semester at which the adjuncts are given instructions on what they are supposed to do. Ms. Faulkenberry wondered if the criteria should be included in course descriptions. Dr. Varner commented that course descriptions just tell the students what they would learn in the course and that some were very short and some very in-depth, but that course syllabi should outline how the course meets the General Education objectives. She pointed out that there is a sample syllabus in the Faculty Handbook that specifies that a description of how the course meets general education objectives be included. Ms. Faulkenberry thought that most faculty are probably already meeting the objectives and that we may just need to have them document this. Dr. Swain expressed concern that course descriptions might not align with what is actually being taught. He commented that if we were to start using course descriptions to outline the objectives, that we would need to make sure the course descriptions are correct and not outdated. Dr. Chaney brought up the fact that most General Education courses have ACT equivalent courses and must meet the ACT guidelines and that maybe we should just go to their criteria. Dr. Killingsworth commented that it comes down to making sure instructors

are teaching what is supposed to be taught and that is not this committee's scope, but we can advise on that.

Wellness Concepts – Dr. Swain asked Dr. Mayo to report on the progress made on the Wellness Concepts goal. Dr. Mayo told the committee that the sub-committee was having a hard time finding times that they could all get together, but that he had been able to speak with Dr. Holeyfield about the data that has been collected. Since Physical Activity has been cut from the General Education requirements, the numbers being assessed are lower, but they are being assessed in the courses that are being taught and are hitting about 90% on what is being assessed. Dr. Mayo informed the committee that the Wellness Center also collects data that might be used for assessment, but the problem was that only data from classes can be put in to the system. Dr. Swain commented that Wyatt Watson would be speaking to the committee in the November meeting and could discuss further options for data collection, so we should table this until after Mr. Watson's visit.

Civic Involvement Dr. Swain asked Dr. Roach for an update on the new criteria Civic Involvement. Dr. Roach distributed a survey called Community Service Attitudes Scale and asked if we wanted to include Service, Service Learning and Political Involvement in our criteria for the goal. Dr. Swain replied yes, we could include all of those things. Dr. Roach then asked if there were things that the committee was already doing and for suggestions on what could be done that would not require an overwhelming amount of time. The committee suggested using community projects that are being sponsored by classes. Dr. Varner cautioned that most faculty feel that if you spend too much time on civic involvement that you can compromise the class. She told the committee that she is getting ready to do a Tegrity session with student services on this and would get back to the committee afterward.

ARGOS Dr. Swain informed the committee that Wyatt Watson, Director of Institutional Research, would be coming to the November meeting to speak to them about ARGOS reporting.

Meeting Time Dr. Swain told the committee that he had been working on finding a time for meetings when everyone could attend and that the only time he could find that no one had a class was at 4:00 pm on Tuesday afternoons. The committee discussed the different dates in November and decided to send out a Doodle scheduler to vote on the date.

Adjournment The meeting adjourned at 12:09 p.m.

**Proposal to the Faculty Senate to Establish a General Education Committee at Arkansas
Tech University**

Date: October 21, 2008

**Submitted by:
The Faculty Senate General Education Subcommittee
Dr. Hanna Norton
Dr. Trey Philpotts
Dr. Pat Buford
Dr. Glen Bishop**

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Introduction

At the April 11, 2008, meeting of the Faculty Senate Dr. Eldon Clary proposed that the Senate take action to establish a committee to oversee general education. The purpose of this committee would be to supervise and monitor general education at Arkansas Tech University (Faculty Senate, 2008). In response, the Faculty Senate established a subcommittee to accomplish this. This document is the work of that subcommittee and proposes to establish a general education committee.

The subcommittee recommends the following procedure:

1. The Faculty Senate votes to establish the "General Education Committee" no later than the January, 2009, meeting
2. The Chair of the Faculty Senate delivers the proposal to the Vice President for Academic Affairs
3. Vice President for Academic Affairs forwards the approved proposal to the President
4. The President presents the proposal to the Board of Trustees for action no later than the February, 2009, meeting
5. Elected members of the new committee are chosen at the next general faculty election
6. The General Education Committee holds its first meeting during the Fall 2009 semester

7. At any stage short of approval by the Board of Trustees, the proposal may be returned for further work.

Proposal to Establish a “Committee on General Education”

Need

One of the first committees that accreditation visiting teams seek to meet with when they arrive on campus is the general education committee (Clary, address to Faculty Senate, April, 2008; Underwood, discussion with the Faculty Senate General Education Subcommittee, September, 2009). At the time of Dr. Clary’s comments to the Faculty Senate, Arkansas Tech did not have such a committee. Since then, Dr. Watson, the Vice President for Academic Affairs, has established the Ad Hoc General Education Committee. However, Dr. Watson and Dr. Underwood, Assistant Vice President for Academic Affairs, have restated the importance of establishing a permanent general education committee through the Committee on Committees, the Faculty Senate (Arkansas Tech University, 2008). With the establishment of the General Education Committee through the Faculty Senate, the Ad Hoc General Education Committee will cease to function. Its responsibilities and work will be assumed by the General Education Committee. Until the establishment of the Ad Hoc General Education Committee, there had not been a defined organization in place to oversee general education on a timely, regular, and sustained basis. A permanent general education committee should be established through the Faculty Senate to collaborate with the administration of Arkansas Tech University in the production of an effective general education program (Association of American Colleges and Universities, 2004). Such a committee will help the university meet challenges which arise through changes in students, faculty, the University, and society. This proposal sets up a general education committee to provide oversight of general education at Arkansas Tech University.

Purpose

The purpose of the purposed committee will be to “. . . clearly and publicly articulate the purposes, content, and intended learning outcomes of . . . general education” at Arkansas Tech University. The committee will exercise “. . . oversight for general education and, working with the administration, regularly assess its effectiveness against the organizations stated goals for student learning” (Higher Learning Commission, 2003, p. 1).

The proposed committee will be responsible for assessing and reviewing general education goals, policy, and requirements, and developing and reviewing proposals affecting general education. The committee will assume the responsibilities and work of the Ad Hoc General Education Committee. The Committee will assume responsibility for general education assessment from the Assessment Committee.

The proposed committee will report annually to the Vice President for Academic Affairs, the Faculty Senate, the Curriculum Committee, and the Assessment Committee. The annual report should provide an assessment of learning outcomes in relation to general education goals and recommendations for achieving greater success in general education.

General Education Committee actions will be considered by the Curriculum Committee, the Faculty Senate, and be subject to action by the Vice-President for Academic Affairs, the President, and the Board of Trustees.

Function

The General Education Committee will exercise oversight of general education. Specifically, it will: regularly assess effectiveness; monitor general education goals and requirements; review and or recommend proposals that affect general education; and clearly and publicly articulate the purposes, content, and intended learning outcomes of general education at Arkansas Tech University.

Committee Membership

Elected Membership

Each school (including the Ozark campus) will have one elected representative to serve terms of three years. Terms will be staggered. Initial members will draw to determine length of initial terms, one, two, or three years.

Appointed Membership

Appointed members will serve for a term of three years, excepting initial members who will draw for terms of one, two, or three years.

The Vice President for Academic Affairs shall appoint one faculty or staff member to the committee. The appointee shall have the same responsibilities as the other members.

The Registrar or a representative shall hold membership on the committee in a non-voting capacity.

The Chair of the Faculty Senate, with approval from the Faculty Senate, will appoint one member. The appointee shall have the same responsibilities as the other members.

The Chair of the Curriculum Committee, with approval from the Curriculum Committee, will appoint one member. The appointee shall have the same responsibilities as the other members.

The Chair of the Assessment Committee, with approval from the Assessment Committee, will appoint one member. The appointee shall have the same responsibilities as the other members.

Student Member

The Student Government Association shall be responsible for selecting a student to serve on the General Education Committee. The student will have the same responsibilities as other members.

Restriction upon Membership

Eligibility is restricted to faculty or staff who hold the rank of Assistant Professor or above with the exception of the student member and the representative of the Registrar or the Registrar.

Terms of Office

All members shall serve for three years, except initial members who draw one- or two- year terms.

Vacancies

A membership shall be considered vacant when the member indicates in writing to the committee chair, that he or she will no longer serve on the committee or is on leave. Vacancies of elected members will be filled by appointment by the Dean of the School represented by the member.

Officers

Officers will be elected at the first meeting of the committee (Chair, Chair-elect, and Secretary). In subsequent years, the Chair-elect will move forward to assume the Chair position. A new Chair-elect and Secretary will be elected at the first meeting of the committee at the beginning of the academic year.

The Chair and the Chair-elect shall work closely together to carry out the responsibilities of the committee and to provide a sense of continuity from one year to the next. The initial committee

membership and officers shall work together to delineate formal lines of responsibility where needed or desired.

The Chair and the Chair-elect will have three hours of release time to enable them to carry out their responsibilities.

Administrative Assistant

The Vice President for Academic Affairs shall appoint a member of his staff to aid the committee in its work. The administrative assistant will not be a member of the committee. However, the administrative assistant will be expected to attend all meetings and handle clerical duties as deemed appropriate by the chair and chair-elect of the committee.

Meetings

In order to fulfill its responsibilities, the committee shall meet on a regular basis, generally once per month.

General Education Assessment

The Committee will assume responsibility for general education assessment from the Assessment Committee. In order for the General Education Committee to make informed decisions about general education goals, policy, and requirements, the General Education Committee must be directly involved in assessing general education outcomes. The General Education Committee should directly determine the types of information it needs to effectively and efficiently carry out its oversight role. This will also allow the campus Assessment Committee to focus its energies on other facets of assessing learning outcomes on campus. Ideally, general education assessment should be one of the responsibilities of the general education committee (Walvoord, 2004).

Proposals

The function of the Curriculum Committee is to “Monitor the total undergraduate curriculum and all proposed course changes, and evaluate program change proposals and forward recommendations to Faculty Senate for consideration prior to transmittal to the Vice President for Academic Affairs” (Arkansas Tech University, 2008, p. 62).

The function of the General Education Committee will be to provide oversight of the general education portion of the curriculum. Therefore, proposals recommended by the General Education Committee will be transmitted to the Curriculum Committee for consideration and

then delivered to the Faculty Senate. The Faculty Senate shall forward proposals to the Vice President for Academic Affairs.

General education proposals may be developed by faculty or staff as well as the General Education Committee itself. General education proposals are not restricted to those that involve courses. Other types of experiences may be considered for achieving general education goals.

Should the General Education Committee consider the removal of a course or other experience as a general education choice, the Committee should work with the department or organization involved to seek other appropriate alternatives before developing and forwarding the proposed removal recommendation to the Curriculum Committee, the Faculty Senate, and the Vice President for Academic Affairs.

Responsibilities

In accomplishing its purpose, the responsibilities of the General Education Committee shall include but not be limited to:

1. Assessment of general education.
2. Consideration of proposals affecting general education goals and or objectives.
3. Consultation with departments offering general education courses or other experiences to improve the attainment of general education goals and objectives by students in those courses.
4. Consideration of proposals for removal as general education choices those courses or other experiences that no longer fit the general education goals of the University.
5. Review of existing general education practices to discover gaps in the general education offerings in comparison to stated University general education goals.
6. Development of proposals to improve achievement of general education goals.
7. Reporting annually on the effectiveness of and recommended adjustments in general education to the Vice President for Academic Affairs, the Faculty Senate, the Curriculum Committee, and the Assessment Committee.
8. Leading a focused review of general education goals approximately every 5 years.
9. Clearly and publicly articulating the purposes, content, and intended learning outcomes of general education at Arkansas Tech University.

References

- Arkansas Tech University. (2008). *Faculty handbook Arkansas Tech University*. Russellville, Arkansas: Author.
- Association of American Colleges and Universities. (2004). *Taking responsibility for the quality of the baccalaureate degree*. Washington, D.C.: Author.
- Faculty Senate of Arkansas Tech University. (April 11, 2008). *Minutes of the Faculty Senate of Arkansas Tech University*. Russellville, Arkansas: Arkansas Tech University. Retrieved September 20, 2008, from <http://uesc.atu.edu/FacultySenate/archive/2008.April.FacultySenate.Minutes.pdf>
- Higher Learning Commission. (2003). *Commission statement on general education*. Chicago: Author. Retrieved June 25, 2006, from http://www.ncahlc.org/index2.php?option=com_content&task=view&id=57&Itemid=80&pop=1&page=0
- Walvoord, Barbara E. (2004). *Assessment clear and simple: A practical guide for institutions, departments, and general education*. San Francisco: Wiley.

Community Service Attitudes Scale

A POST-SURVEY FOR STUDENTS PARTICIPATING IN SERVICE-LEARNING PROJECTS.

DEVELOPED BY:
ANN HARRIS SHIARELLA AND ANNE M. MCCARTHY
Colorado State University
MARY L. TUCKER
Ohio University

Please choose the category which best describes yourself.

Age

- 17
- 18-20
- 21
- 22
- 23-29
- 30-39
- 40 and above

Race

- African American
- Hispanic
- Native American
- Asian
- Multiracial
- White
- Other

Gender

- Female
- Male
- Neutral

College rank

- Freshman
- Sophomore
- Junior
- Senior
- Graduate

Major: _____

Previous community service experience

- Yes
- No

Previous community service frequency

- Once per year
- 2-4 times per year
- Monthly
- Weekly
- Not applicable

Please indicate how much you agree with each statement with 1 being that you strongly disagree and 7 being that you strongly agree with the statement.

	1	2	3	4	5	6	7
1. Community groups need our help.	1	2	3	4	5	6	7
2. There are people in the community who need help.	1	2	3	4	5	6	7
3. There are needs in the community.	1	2	3	4	5	6	7
4. There are people who have needs which are not being met.	1	2	3	4	5	6	7
5. Volunteer work at community agencies helps solve social problems.	1	2	3	4	5	6	7
6. Volunteers in community agencies make a difference, if only a small difference.	1	2	3	4	5	6	7
7. College student volunteers can help improve the local community.	1	2	3	4	5	6	7
8. Volunteering in community projects can greatly enhance the community's resources.	1	2	3	4	5	6	7
9. The more people who help, the better things will get.	1	2	3	4	5	6	7
10. Contributing my skills will make the community a better place.	1	2	3	4	5	6	7
11. My contribution to the community will make a real difference.	1	2	3	4	5	6	7
12. I can make a difference in the community.	1	2	3	4	5	6	7
13. I am responsible for doing something about improving the community.	1	2	3	4	5	6	7
14. It is my responsibility to take some real measures to help others in need.	1	2	3	4	5	6	7
15. It is important to me to have a sense of contribution and helpfulness through participating in community service.	1	2	3	4	5	6	7
16. It is important to me to gain an increased sense of responsibility from participating in community service.	1	2	3	4	5	6	7
17. I feel an obligation to contribute to the community.	1	2	3	4	5	6	7
18. Other people deserve my help.	1	2	3	4	5	6	7
19. It is important to help people in general.	1	2	3	4	5	6	7
20. Improving communities is important to maintaining a quality society.	1	2	3	4	5	6	7
21. Our community needs good volunteers.	1	2	3	4	5	6	7
22. All communities need good volunteers.	1	2	3	4	5	6	7

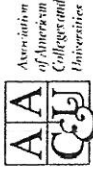
23. It is important to provide a useful service to the community through community service.	1	2	3	4	5	6	7
24. When I meet people who are having a difficult time, I wonder how I would feel if I were in their shoes.	1	2	3	4	5	6	7
25. I feel bad that some community members are suffering from a lack of resources.	1	2	3	4	5	6	7
26. I feel bad about the disparity among community members.	1	2	3	4	5	6	7
27. Lack of participation in community service will cause severe damage to our society.	1	2	3	4	5	6	7
28. Without community service, today's disadvantaged citizens have no hope.	1	2	3	4	5	6	7
29. Community service is necessary to making our communities better.	1	2	3	4	5	6	7
30. It is critical that citizens become involved in helping their communities.	1	2	3	4	5	6	7
31. Community service is a crucial component of the solution to community problems.	1	2	3	4	5	6	7
32. I want to do this (service-learning) activity.	1	2	3	4	5	6	7
33. I will participate in a community service project in the next year.	1	2	3	4	5	6	7
34. Would you seek out an opportunity to do community service in the next year.	1	2	3	4	5	6	7

Please indicate how participating in service-learning is likely to impact you with 1 being extremely **unlikely** and 7 being extremely **likely** to impact you.

	1	2	3	4	5	6	7
1. I would have less time for my schoolwork.	1	2	3	4	5	6	7
2. I would have forgone the opportunity to make money in a paid position.	1	2	3	4	5	6	7
3. I would have less energy.	1	2	3	4	5	6	7
4. I would have less time to work.	1	2	3	4	5	6	7
5. I would have less free time.	1	2	3	4	5	6	7
6. I would have less time to spend with my family.	1	2	3	4	5	6	7
7. I would be contributing to the betterment of the community.	1	2	3	4	5	6	7
8. I would experience personal satisfaction knowing that I am helping others.	1	2	3	4	5	6	7
9. I would be meeting other people who enjoy community service.	1	2	3	4	5	6	7
10. I would be developing new skills.	1	2	3	4	5	6	7
11. I would make valuable contacts for my professional career.	1	2	3	4	5	6	7
12. I would gain valuable experience for my resume.	1	2	3	4	5	6	7

CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact valve@aacu.org



Definition

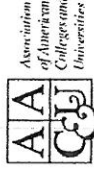
Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

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

	Capstone 4	3	Milestones 2	Benchmark 1
Diversity of Communities and Cultures	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.
Analysis of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's 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 one's own academic study/field/discipline to civic engagement and to one's 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.
Civic Identity and Commitment	Provides evidence of experience in civic engagement activities and describes what she/he has learned about her or himself 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 her/his experience in civic engagement activities and does not connect experiences to civic identity.
Civic Communication	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.
Civic Action and Reflection	Demonstrates independent experience and shows initiative in team leadership 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 team leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly participated in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has experimented with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.
Civic Contexts/Structures	Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.	Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim.	Demonstrates experience identifying intentional ways to participate in civic contexts and structures.	Experiments with civic contexts and structures, tries out a few to see what fits.

CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact rubric@aacu.org



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 15 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 "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the 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 voluntarism 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.

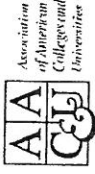
Glossary

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.
- 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.
- 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.
- 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 Web site, 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.

ETHICAL REASONING VALUE RUBRIC

for more information, please contact value@aaacn.org



Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

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

	Capstone 4	3	Milestones 2	Benchmark 1
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives/Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/Concepts	Student can independently apply ethical perspectives/ concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/ concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/ concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply 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).
Evaluation of Different Ethical Perspectives/Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/ concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/ concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/ concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/ concepts.