

# **THE LUMINA FOUNDATION'S DEGREE QUALIFICATIONS PROFILE PROJECT**



## **A Focus on Civic Learning by Illinois College**



**Handbook of Assessment Worksheets and Rubrics**

*(revised version, Fall 2012)*

# The Lumina Foundation's Degree Qualifications Profile Project

## The Civic Learning Objective

The Civic Learning Objective has six (6) learning outcomes. They are:

- DQP-1: A student can describe his/her own civic and cultural background, including origins, development, assumptions, and predispositions.
- DQP-2: A student can describe historical and contemporary positions on democratic values and practices, and presents his/her position on a related problem.
- DQP-3: A student can take an active role in the community (work, service, co-curricular activities) and examine civic issues encountered and insights gained.
- DQP-4: A student can explain diverse perspectives on a contested issue and evaluate insights gained from different kinds of evidence reflecting scholarly and community perspectives.
- DQP-5: A student can develop and justify a position on a public issue and relate this position to alternative views within the community or policy environment.
- DQP-6: A student can collaborate in developing and implementing an approach to a civic issue, evaluate the process, and, where applicable, weigh the result.

## Integrating the AAC&U's VALUE Rubrics for Essential Learning Outcomes

To assess these outcomes, we adapted the rubrics created as a part of the VALUE (Valid Assessment of Learning in Undergraduate Education) Initiative sponsored by the Association of American Colleges & Universities (AAC&U). Those that applied most directly to the Civic Learning Objective include:

**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.

**Inquiry** is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. **Analysis** is the process of breaking complex topics or issues into parts to gain a better understanding of them.

**Critical thinking** is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

**Teamwork** is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

**Problem solving** is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.

## DEGREE QUALIFICATIONS PROFILE ASSESSMENT RUBRIC: CIVIC LEARNING

### DQP OBJECTIVES 1-3

**DQP Civic Learning Objective 1:** A student can describe his/her own civic and cultural background, including origins, development, assumptions, and predispositions.

VALUE: Civic Engagement	Capstone (4)	Intermediate (3)	Intermediate (2)	Entry (1)
<b>CE-1. Diversity of Communities and Cultures</b>	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 to what can be learned from diversity of community and cultures.

**DQP Civic Learning Objective 2:** A student can describe historical and contemporary positions on democratic values and practices, and presents his/her position on a related problem.

VALUE: Civic Engagement	Capstone (4)	Intermediate (3)	Intermediate (2)	Entry (1)
<b>CE-2. Analysis of Knowledge*</b>	Connects and extends knowledge regarding democratic values and practices to civic engagement and to one's own participation in civic life, politics, and issues.	Analyzes knowledge regarding democratic values and practices and makes relevant connections to civic engagement and to one's own participation in civic life, politics, and issues.	Begins to connect knowledge regarding democratic values and practices to civic engagement and one's own participation in civic life, politics, and issues.	Begins to identify knowledge regarding democratic values and practices of civic engagement and to one's own participation in civic life, politics, and issues.

**DQP Civic Learning Objective 3:** A student can take an active role in the community (work, service, co-curricular activities) and examine civic issues encountered and insights gained.

VALUE: Civic Engagement	Capstone (4)	Intermediate (3)	Intermediate (2)	Entry (1)
<b>CE-3. Civic Identity and Commitment</b>	Provides evidence of experience in civic engagement activities and describes what s/he has learned about her/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 s/he has learned about her/himself as it relates to a growing sense of civic identity and continued commitment.	Evidence suggests involvement in civic engagement activities is generated from expectations or course requirements rather than a sense of civic identity.	Provides little evidence of her/his experience in civic engagement activities and does not connect experiences to civic identity.
	Capstone (4)	Intermediate (3)	Intermediate (2)	Entry (1)
<b>CE-5. Civic Action and Reflection</b>	Demonstrates independent experience of complex or multiple civic engagement activities, accompanied by reflective insights about the aims/accomplishments of one's actions.	Demonstrates independent experience of civic engagement activities, and connects reflective insights about the aims/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.

\*Indicates a change from the original VALUE rubrics to adapt more specifically to the Lumina Degree Qualifications Profile Objective, Civic Learning.



**DQP Civic Learning Objective 4:** A student can explain diverse perspectives on a contested issue and evaluate insights gained from different kinds of evidence reflecting scholarly and community perspectives.

<b>VALUE: Inquiry and Analysis</b>	<b>Capstone (4)</b>	<b>Intermediate (3)</b>	<b>Intermediate (2)</b>	<b>Entry (1)</b>
<b>IA-1. Topic selection*</b>	Identifies a creative, focused, and manageable public policy topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused a manageable/ doable public policy topic that appropriately addresses relevant aspects of the topic.	Identifies a public policy topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a public policy topic that is far too general and wide-ranging as to be manageable and doable.
<b>IA-2. Existing Knowledge, Research, and/or Views</b>	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.
<b>IA-3. Design Process</b>	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.	Critical elements of the methodology or theoretical framework are appropriately developed; however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
<b>IA-4. Analysis</b>	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.
<b>IA-5. Conclusion</b>	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises, specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupported conclusion from inquiry findings.
<b>IA-6. Limitations and Implications</b>	Insightfully discusses in detail relevant and supported limitations and implications.	Discusses relevant and supported limitations and implications.	Presents relevant and supported limitations and implications.	Presents limitations and implications, but they are possibly irrelevant and unsupported.

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**DQP Civic Learning Objective 5:** A student can develop and justify a position on a public issue and relate this position to alternative views within the community or policy environment.

<b>VALUE: Critical Thinking</b>	<b>Capstone (4)</b>	<b>Intermediate (3)</b>	<b>Intermediate (2)</b>	<b>Entry (1)</b>
<b>CT-1. Explanation of Issues*</b>	Public issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Public issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Public issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Public issue/problem to be considered critically is stated without clarification or description.
<b>CT-2. Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
<b>CT-3. Influence of Context and Assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>CT-4. Student's Position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis, hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis, hypothesis).	Specific position (perspective, thesis, hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis, hypothesis) is stated, but is simplistic and obvious.
<b>CT-5. Conclusions and Related Outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

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**DQP Civic Learning Objective 6:** A student can collaborate in developing and implementing an approach to a civic issue, evaluate the process, and, where applicable, weigh the result.

<b>VALUE: Teamwork</b>	<b>Capstone (4)</b>	<b>Intermediate (3)</b>	<b>Intermediate (2)</b>	<b>Entry (1)</b>
<b>T-1. Contributes to Team Meetings*</b>	Helps the team move forward by articulating the merits of alternative ideas or proposals regarding a civic issue.	Offers alternative solutions or courses of action regarding a civic issue that build on the ideas of others.	Offers new suggestions regarding a civic issue to advance the work of the group.	Shares ideas regarding a civic issue but does not advance the work of the group.
<b>T-2. Facilitates the Contributions of Team Members</b>	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting him/her to engage.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline, work accomplished advances the project.	Completes all assigned tasks by deadline.
<b>T-3. Individual Contributions Outside of Team Meetings</b>	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline, work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.
<b>T-4. Fosters Constructive Team Climate</b>	Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> <li>- Treats team members respectfully by being polite and constructive in communication.</li> <li>- Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>- Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>- Provides assistance and/or encouragement to team members.</li> </ul>	Supports a constructive team climate by doing any three of the following: <ul style="list-style-type: none"> <li>- Treats team members respectfully by being polite and constructive in communication.</li> <li>- Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>- Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>- Provides assistance and/or encouragement to team members.</li> </ul>	Supports a constructive team climate by doing any two of the following: <ul style="list-style-type: none"> <li>- Treats team members respectfully by being polite and constructive in communication.</li> <li>- Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>- Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>- Provides assistance and/or encouragement to team members.</li> </ul>	Supports a constructive team climate by doing any one of the following: <ul style="list-style-type: none"> <li>- Treats team members respectfully by being polite and constructive in communication</li> <li>- Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>- Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>- Provides assistance and/or encouragement to team members.</li> </ul>
<b>T-5. Responds to Conflict</b>	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirects focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.

<b>VALUE: Problem Solving</b>	<b>Capstone (4)</b>	<b>Intermediate (3)</b>	<b>Intermediate (2)</b>	<b>Entry (1)</b>
<b>PS-1. Define Problem*</b>	Demonstrates the ability to construct a clear and insightful civic problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a civic problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a civic problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability in identifying a civic problem statement or related contextual factors.
<b>PS-2. Identify Strategies*</b>	Identifies multiple approaches for solving the civic problem that apply within a specific context.	Identifies multiple approaches for solving the civic problem, only some of which apply within a specific context.	Identifies only a single approach for solving the civic problem that does apply within a specific context.	Identifies one or more approaches for solving the civic problem that do not apply within a specific context.

<b>PS-3. Propose Solutions/Hypotheses*</b>	Proposes one or more solutions/hypotheses that indicates a deep comprehension of the civic problem. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the civic problem.	Proposes one or more solutions/hypotheses that indicates comprehension of the civic problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the civic problem.	Proposes one solution/hypothesis that is “off the shelf” rather than individually designed to address the specific contextual factors of the civic problem.	Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the civic problem statement.
<b>PS-4. Evaluate Potential Solutions*</b>	Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of the civic problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is adequate (for example, contains thorough explanation) and includes the following: considers history of the civic problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is brief (for example, explanation lacks depth) and includes the following: considers history of the civic problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is superficial (for example, contains cursory, surface level explanation) and includes the following: considers history of the civic problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.
<b>PS-4. Implement Solution*</b>	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the civic problem.	Implements the solution in a manner that addresses multiple contextual factors of the civic problem in a surface manner.	Implements the solution in a manner that addresses the civic problem statement but ignores relevant contextual factors.	Implements the solution in a manner that does not directly address the civic problem statement.
<b>PS-5. Evaluate Outcomes*</b>	Reviews results relative to the civic problem defined with thorough, specific considerations of need for further work.	Reviews results relative to the civic problem defined with some consideration of need for further work.	Reviews results in terms of the civic problem defined with little, if any, consideration of need for further work.	Reviews results superficially in terms of the civic problem defined with no consideration of need for further work.

<b>VALUE: Civic Engagement</b>	<b>Capstone (4)</b>	<b>Intermediate (3)</b>	<b>Intermediate (2)</b>	<b>Entry (1)</b>
<b>CE-4. Civic Communication</b>	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’ experiences.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others’ experiences.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others’ experiences.
<b>CE-6. Civic Contexts and Structures</b>	Demonstrates ability and commitment to work collaboratively across and within contexts and structures to achieve a civic aim.	Demonstrates ability and commitment to work actively within 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 and tries out a few to see what fits.

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