	FALL 2023 **COMMUNITY ENGAGEMENT ISLO AND RUBRIC** **Office of Planning, Research, and Institutional Effectiveness**	

STUDENTS WILL BE ABLE TO USE KNOWLEDGE ACQUIRED FROM THEIR EXPERIENCES AT THIS COLLEGE TO BE SOCIALLY INFORMED, CULTURALLY PROFICIENT, AND ETHICALLY ENGAGED IN LOCAL, NATIONAL AND/OR GLOBAL AFFAIRS.

Citizenship includes the ability to:

- **EXPLORING SOCIAL PERSPECTIVES:** Demonstrate self-awareness, sensitivity about and/or appreciation for how perspectives are shaped by experiences, cultural values, and ethical practices.

- **DEVELOPING AN UNDERSTANDING OF POWER DYNAMICS**: Develop a nuanced understanding of power dynamics and their impact.

- **UNDERSTANDING LOCAL AND GLOBAL RELATIONSHIPS:** Demonstrate an understanding of how local and global issues and events are connected.

- **DEVELOPING AGENCY:** Develop agency by engaging with and contributing to the well-being of local, national and/or global communities.

- **DEVELOPING ETHICAL PRACTICES:** Develop ethical practices when engaging in personal, professional and/or larger social contexts.

- **FACILITATING CONSTRUCTIVE GROUP ENVIRONMENTS**: Facilitate a constructive, supportive group environment through demonstrated collegiality, collaborative skills, and/or leadership.

SKYLINE COLLEGE COMMUNITY ENGAGEMENT ISLO RUBRIC

Indicator	Exceeding	Meeting	Progressing	Emerging
EXPLORING SOCIAL PERSPECTIVES	Student demonstrates astute self-awareness, sensitivity and/or appreciation about how perspectives are shaped by experiences, cultural values, and/or ethical practices.	Student demonstrates self-awareness, sensitivity and/or appreciation about how perspectives are shaped by experiences, cultural values, and/or ethical practices.	Student demonstrates some self-awareness, sensitivity and/or appreciation about how perspectives are shaped by experiences, cultural values, and/or ethical practices.	Student demonstrates little to no self-awareness, sensitivity and/or appreciation about how perspectives are shaped by experiences, cultural values, and/or ethical practices.
DEVELOPING AN UNDERSTANDING OF POWER DYNAMICS	Student clearly demonstrates a nuanced understanding of power dynamics and their impact.	Student demonstrates an understanding of power dynamics and their impact.	Student demonstrates some understanding of power dynamics and their impact.	Student minimally demonstrates or neglects to demonstrate an understanding of power dynamics and their impact.

UNDERSTANDING LOCAL AND GLOBAL RELATIONSHIPS	Student demonstrates a sophisticated understanding of how local and global issues and events are connected (e.g., social, cultural, economic, political, scientific and environmental), including their historical and contemporary contexts.	Student demonstrates an understanding of how local and global issues and events are connected (e.g., social, cultural, economic, political, scientific and environmental).	Student demonstrates a limited understanding of how local and global issues and events are connected (e.g., social, cultural, economic, political, scientific and environmental).	Student demonstrates little to no understanding of how local and global issues and events are connected (e.g., social, cultural, economic, political, scientific and environmental).
DEVELOPING AGENCY	Student demonstrates a high level of agency in taking independent and/or collective action (e.g., adopting leadership roles, enacting artistic expression, participating in community organizing, etc.) to contribute to the well-being of local, national and/or global communities.	Student takes independent and/or collective action (e.g., adopting leadership roles, enacting artistic expression, participating in community organizing, etc.) to contribute to the well-being of local, national and/or global communities.	Student takes some independent and/or collective action to contribute to the well-being of local, national and/or global communities.	Student demonstrates little to no engagement with contributing to the well-being of local, national and/or global communities.

FACILITATING CONSTRUCTIVE GROUP ENVIRONMENTS	Student facilitates a constructive, supportive group environment through demonstrated collegiality, collaborative skills, and leadership.	Student contributes to a constructive, supportive group environment through demonstrated collegiality, collaborative skills, and/or leadership.	Student attempts to contribute to a constructive, supportive group environment through demonstrated collegiality, collaborative skills, and/or leadership.	Student minimally contributes or neglects to contribute to a constructive, supportive group environment, lacking collegiality, collaborative skills, and/or leadership.
DEVELOPING ETHICAL PRACTICES	Student develops and models ethical practices when engaging in personal, professional and/or larger social contexts.	Student develops ethical practices when engaging in personal, professional and/or larger social contexts.	Student attempts to develop ethical practices when engaging in personal, professional and/or larger social contexts.	Student minimally develops or neglects to develop ethical practices when engaging in personal, professional and/or larger social contexts.

Last updated on December 8, 2023