|  |  |  |
| --- | --- | --- |
|  | **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 shapedby 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