Understanding Responsibilities of Community Membership
Appalachian State University, September 2024
Modified version of Civic Engagement*, Ethical Reasoning*, and Intercultural Knowledge* VALUE Rubrics (AAC&U)

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. This rubric has been adapted by a committee with representation from the faculty, General Education Program, and Institutional Research, Assessment, and Planning for assessing Appalachian's general education learning goal of Understanding Responsibilities of Community Membership. For more information about the VALUE rubrics, see https://www.aacu.org/value/rubrics.

Rationale

Responsible community members strive to live thoughtfully, purposefully, and ethically with self-awareness and concern for the well-being of the self, others, and the environment. This endeavor requires an active, lifelong curiosity and interest in the impacts of our relationships, perspectives, attitudes, and behaviors on others and the planet. Responsible community members demonstrate empathy and care for others and cultivate the skills to effectively communicate and collaborate across differences in order to identify, respond, and implement just and sustainable solutions.

Glossary
The definitions that follow were developed to clarify terms and concepts used in this rubric only.

Analyze: to break material into its constituent components and determine how the parts relate to one another and/or to an overall structure, purpose, or meaning (adapted from Colorado College). See *Evaluate* for comparison.

Civic Engagement: working to make a difference in the civic life of local, national, global, and/or online communities. 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.

Civic Identity: when one sees themself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes.

Core Beliefs: those fundamental principles that consciously or unconsciously influence one's ethical conduct and ethical thinking. Even when unacknowledged, core beliefs shape one's responses. Core beliefs can reflect one's environment, religion, culture, or training. A person may or may not choose to act on their core beliefs.

Culture: all knowledge and values shared by a group.

Empathy: the ability to take on another's perspective, to understand, feel, and possibly share and respond to their experience.

Evaluate: going beyond analysis to make judgments based on criteria and standards (adapted from Colorado College). For example, determining the relationship between the function and purpose of a product would constitute analysis, whereas establishing criteria and rating the usefulness of the product based on these criteria would involve evaluation.

UNDERSTANDING RESPONSIBILITIES OF COMMUNITY MEMBERSHIP						
Student Learning Outcome	**4** **Capstone**	**3** **Milestone (Higher)**	**2** **Milestone (Lower)**	**1** **Benchmark**	**0** **No Evidence**	**N/A** **Not Applicable**
Ethical Self-Awareness. Students will evaluate their own core beliefs and assumptions in relation to ethical issues in local, national, global, or online communities and the environment.	Evaluate their own core beliefs and assumptions in relation to complex, multilayered ethical issues in local, national, global, or online communities and the environment.	Analyze their own core beliefs and assumptions in relation to complex, multilayered ethical issues.	Discuss their own core beliefs and assumptions related to an ethical issue(s).	Identify their own core beliefs and/or assumptions related to an ethical issue(s).	No evidence	N/A
Perspectives of Others. Students will evaluate experiences within diverse cultures, communities, and perspectives, and demonstrate the capacity for empathy.	Evaluate experiences and/or perspectives within diverse cultures and communities and demonstrate the capacity for empathy.	Interpret experiences and/or perspectives of diverse cultures and communities and demonstrate the capacity for empathy.	Describe experiences and/or perspectives of other cultures or communities but remain limited by their own worldview.	Identify the experiences and/or perspectives of diverse cultures or communities but privilege their own worldview.	No evidence	N/A
Recognizing Injustice. Students will recognize social, economic, and environmental injustice and the role of power structures, public policies, and implicit and explicit biases in creating it.	Evaluate the causes of social, economic, and/or environmental injustice, such as the role of power structures, public policies, and/or implicit and explicit biases.	Analyze the causes of social, economic, and/or environmental injustice, such as the role of power structures, public policies, and/or implicit and explicit biases.	Describe the causes of social, economic, and/or environmental injustice, such as the role of power structures, public policies, and/or implicit and explicit biases.	Identify social, economic, and/or environmental injustice.	No evidence	N/A
Response-Ability. Students will evaluate the effects of social, economic, and environmental problems on communities and cultivate a capacity to actively respond to these challenges.	Evaluate the effects of social, economic, and/or environmental problems on communities and describe ways to actively respond to these challenges.	Analyze the effects of social, economic, and/or environmental problems on communities and identify ways to actively respond to these challenges.	Describe the effects of social, economic, and/or environmental problems on communities and acknowledge that there are alternative outcomes to these challenges.	Identify the effects of social, economic, and/or environmental problems on communities.	No evidence	N/A
Civic Identity and Engagement. Students will reflect on their own civic participation and describe what they have learned about themselves as it relates to community membership and commitment to continued engagement.	Evaluate a personal experience with a civic engagement activity and describe what they have learned about themselves as it influences their sense of civic identity and commitment to continued engagement.	Analyze a personal experience with a civic engagement activity and describe what they have learned about themselves as it influences their *growing* sense of civic identity.	Describe a personal experience with a civic engagement activity and identify what they have learned about themselves from the experience as it connects to a sense of civic identity.	Identify a personal experience with a civic engagement activity as it connects to a sense of civic identity.	No evidence	N/A

*Adapted from "Civic Engagement – Local and Global VALUE Rubric," "Ethical Reasoning VALUE Rubric," and "Intercultural Knowledge and Competence VALUE Rubric" by the Association of American Colleges and Universities, 2009, https://www.aacu.org/value-rubrics. This derivative work is licensed under CC BY-NC-SA 4.0.