Community Engaged Learning (CEL) Definition

Community Engaged Learning (CEL) is an educational approach that involves experiential learning and has several key components:
- Engages with community to address a social problem or unmet societal need;
- Produces mutual benefits for students and community partners;
- Integrates community engaged work and academic learning objectives;
- Prepares students for engagement, including critical analysis of the structures leading to the community need and best practices for ethical engagement;
- And provides reflection opportunities to critically examine the course's community work, related public issues, and/or one's civic role.

CEL - Learning Outcomes Rubric

Competency	Criteria	Scale			
		Beginner	**Developing**	**Competent**	**Accomplished**
Civic Societal Awareness: *Critical understanding of social issues and how they are addressed in society.*					
	Knowledge of a social issue	Lists some social issues or states basic details of a social issue.	Interprets social problem(s) or issue(s), based on research and personal experience with a social issue.	Compares and contrasts a specific perspective or lens (e.g., disciplinary, ideological, political, religious, theoretical) as it/they apply to that social issue.	Synthesizes multiple perspectives to form a complex and critical understanding of a social issue.
	Knowledge of agencies/groups/organizations that address social issues	Limited to no awareness of agencies/groups/organizations focused on addressing the social issue.	Lists agencies/groups/organizations responsible for addressing the social issues.	Recognizes relevant agencies/groups/organizations and explains how they address a social issue.	Recognizes the interrelationship among agencies/groups/organizations and can assess the effectiveness and legitimacy of various methods to address a social issue.
	Awareness of systems and power structures when trying to address a social issue	Describes a few actions or processes (e.g., advocating, voting, boycotting, contacting elected officials) that can be taken to address social issues with little to no mention of the role of power or systems (e.g., economic, administrative, social).	Compares and contrasts the multiple actions or processes that can be taken to address social issues within current power structures and systems.	Creates a plan that involves multiple actions or processes that can be taken to address social issues within current or different power structures and systems.	Analyzes how the action(s) or role(s) taken to address social issues can be altered within current or different power structures and systems.
Civic Personal Awareness: *Dynamic awareness of an individual's sense of place in society.*					
	Reflection on values, attitudes, and/or beliefs	Little to no reflection on personal values, attitudes, and beliefs.	Aware of their personal values, attitudes, and beliefs in relation to others.	Critically examines their personal values, attitudes, and beliefs in relation to others.	Demonstrates evidence of adjusting their own personal values, attitudes, and beliefs in relation to others, while constructively challenging the attitudes, values, and beliefs of others.
	Recognition of own positionality in systems and power structures*	Little to no awareness of own positionality(s) in systems and power structures.	Identifies own positionality in systems and power structures.	Compares own positionality in systems and power structures with others'.	Critically assesses own positionality in systems and power structures.
	Response to systems and power structures*	Little to no awareness of individual actions that have the capacity to restrict opportunities for marginalized groups, within existing systems and power structures.	Recognizes the capacity of individual actions to harm marginalized groups within existing systems and power structures, but is uncertain of steps to take to modify one's behavior.	Modifies one's own behavior and interrupts potentially harmful behaviors in the context of existing systems and power structures.	Consistently interrupts potentially harmful behaviors and challenges/educates others on issues related to existing systems and power structures.
Civic Habits: *Development of regular behaviors and practices aiming at creating positive social change.*					
	Depth of Community Engagement	Community engagement is occasional or episodic.	Community engagement is a routine commitment.	Community engagement is a routine commitment and done frequently.	Community engagement is a routine commitment, done frequently, and sustained over time.
	Breadth of Community Engagement	Little or no mention (0-1) of the types of community engaged activities in which the student has participated.	Limited number (2) of the types of community engaged activities in which the student has participated.	Multiple (3) types of community engaged activities in which the student has participated.	Numerous (4+) types of community engaged activities in which the student has participated.
	Role in addressing social issues	Others prompt their involvement in the community or service.	Actively seeks opportunities to be involved in the community or service.	Recruits others to be involved in the community or service or assumes a responsibility (e.g., takes the initiative) in addressing a social issue through involvement in the community or service.	Assembles or leads others in addressing social issues or in participating in group activities or starts and maintains organization, club, or nonprofit to address a social issue.

CEL - Learning Outcomes Rubric

Competency	Criteria	Scale			
		Beginner	**Developing**	**Competent**	**Accomplished**
Civic Skills: *Development of necessary skills to ethically engage with communities.*					
	Empathy	States the experience of others through one's own worldview.	Identifies components of other perspectives and experiences within one's own worldview while acknowledging others' feelings and experiences.	Analyzes the intellectual and emotional components of others' perspectives and experiences within more than one worldview while sympathizing with others feelings and experiences.	Values the intellectual and emotional components of other perspectives and experiences within more than one worldview while accepting the feelings and experiences of others.
	Openness	Expresses willingness to interact with diverse others, while maintaining preferences for own norms and perspectives.	Demonstrates a willingness to initiate interactions with diverse others and compare and contrast various norms and biases and recognize the complexities of different perspectives.	Seeks out interactions with diverse others and expresses how evaluating others' perspectives have influenced their own norms and biases.	Regularly participates in interactions with diverse others and encourages self-awareness of one's own norms and biases.
	Collaboration	States that collaboration is important with little or no mention of collaborating with others.	Describes why collaboration is important and gives examples of collaborating with others.	Articulates (in)effective qualities of collaboration (e.g., communication, coordination, setting goals) and details own role in an (in)effective collaboration.	Analyzes collaborations in order to choose effective strategies to maximize benefits; distinguishes between (in)effective qualities of collaborations and provides personal examples.
Civic Values: *Expressed desires and beliefs related to social responsibility and civic commitment.*					
	Valuing community-based knowledge	Describes the benefit of community based knowledge.	Questions how community-based knowledge is integrated into traditional academic knowledge.	Connects community-based knowledge to their own major, class, and traditional academic knowledge.	Integrates and emphasizes community-based knowledge in both academic work and actions taken to address social issues.
	Valuing the public purpose of student's academic discipline	Describes the personal benefit of higher education (e.g., able to make more money, learn how to learn, be competitive in the workforce).	Questions own motivations or the purpose of major or concentration in higher education (e.g., community engagement experiences lead to questioning the major area of study).	Connects major or concentration in higher education to improving society or serving others.	Integrates community engaged experiences in one's intended profession or career for improving society or serving others.
	Sources of responsibility or commitment to community engagement	Little to no sense of responsibility to commit time, talent or resources to ways that make a difference in the community.	Source of responsibility is derived from external norms, authority, or expectations of others (e.g., parents, instructor, advisor, clubs, religious organizations).	Source of responsibility is derived from internal motivations (i.e., personal experience, values and beliefs, and/or self-identified passions and interests).	Responsibility and commitment is derived from a connection to and compassion for community (i.e., no expectation of reward or recognition; not about personal accomplishment[s].

This rubric has been adapted from the AAC&U Civic Engagement Value Rubric, the IUPUI Civic Minded Graduate Rubric, and the Bennion Center Civic Competencies Framework. See below for further reference:
https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-civic-engagement
* https://scholarworks.iupui.edu/items/a9fb6a1a-8b95-4de3-a216-07d84c3002bf