

Competencies and Community Engaged Learning Outcomes (based on AAC&U Civic Engagement VALUE Rubric)

Community-engaged courses integrate hands-on, reciprocal work with community partners to support applied learning and deepen understanding of course content. At UConn, these courses are intentionally designed to develop student civic literacy and civic engagement. The AAC&U Civic Engagement-aligned competencies and student learning outcomes are provided as optional examples for assessing civic learning and are mapped to the Common Core Topics of Inquiry (TOIs) and NACE Career Competencies.

Diversity of Communities and Cultures

Competency: Students will engage respectfully with diverse communities and cultures, adjusting their perspectives and promoting inclusive participation.

SLOs:

- Students will articulate how their own attitudes and beliefs differ from those of other cultures and communities.
- Students will practice openness and curiosity toward learning from diverse perspectives.
- Students will be able to work alongside diverse groups of people in civic contexts.

Analysis of Knowledge

Competency: Students will integrate disciplinary knowledge with civic issues to inform participation in civic life, politics, and government.

SLOs:

- Students will identify connections between academic knowledge and real-world civic issues.
- Students will analyze civic challenges using theories, facts, and frameworks from their discipline.
- Students will apply disciplinary insights to propose or implement civic solutions.

Civic Identity and Commitment

- **Competency:** Students will reflect on personal experiences in civic engagement to clarify their civic values and responsibilities.

SLOs:

- Students will demonstrate growth in their civic identity through sustained involvement in civic or community-based activities.
- Students will articulate a plan for continued civic participation beyond the classroom.

Civic Communication

Competency: Students will employ effective communication strategies to foster dialogue, build relationships, and advance civic action.

SLOs:

- Students will demonstrate the ability to listen actively
- Students will adapt messages to diverse audiences.
- Students will use negotiation, consensus-building, and deliberation skills in civic contexts.
- Students will tailor communication strategies to strengthen collaboration and civic outcomes.

Civic Action and Reflection

Competency: Students will demonstrate leadership in civic engagement activities, paired with reflective practice.

SLOs:

- Students will independently initiate and lead civic engagement projects or campaigns.
- Students will critically reflect on the goals, processes, and impacts of their civic actions.
- Students will evaluate how their engagement activities contribute to individual, community, or systemic change.

Civic Contexts and Structures

Competency: Students will engage with community contexts and structures to achieve civic aims collaboratively.

SLOs:

- Students will identify structures (organizations, policies, movements) that shape civic life.
- Students will collaborate with community members and organizations to address civic issues.

Competencies and Student Learning Outcomes and UConn Common Curriculum

<i>Civic Engagement Competency</i>	<i>Associated SLOs (summary)</i>	<i>Common Core TOIs</i>	<i>NACE Career Competencies</i>
Diversity of Communities and Cultures	Respectful engagement, openness, inclusive practices	TOI-2 Cultural Dimensions of Human Experiences; TOI-3 Diversity, Equity, and Social Justice	Equity & Inclusion; Teamwork
Analysis of Knowledge	Connecting academic knowledge to civic issues; disciplinary analysis; applied solutions	TOI-6 Scientific and Empirical Inquiry; TOI-5 Individual Values and Social Institutions; TOI-4 Environmental Literacy	Critical Thinking; Technology; Career & Self-Development
Civic Identity and Commitment	Reflection, growth, sustained involvement, planning for civic participation	TOI-5 Individual Values and Social Institutions; TOI-3 Diversity, Equity, and Social Justice	Career & Self-Development; Leadership; Professionalism
Civic Communication	Active listening, adapting messages, negotiation, consensus-building, collaboration	TOI-2 Cultural Dimensions of Human Experiences; TOI-3 Diversity, Equity, and Social Justice	Communication; Teamwork
Civic Action and Reflection	Initiating/leading projects, reflection on impact, evaluating systemic change	TOI-1 Creativity: Design, Expression, Innovation; TOI-3 Diversity, Equity, and Social Justice; TOI-4 Environmental Literacy	Leadership; Critical Thinking; Professionalism
Civic Contexts and Structures	Understanding organizations, policies, movements; collaborating with communities	TOI-5 Individual Values and Social Institutions; TOI-3 Diversity, Equity, and Social Justice; TOI-4 Environmental Literacy	Equity & Inclusion; Teamwork; Critical Thinking

References

Association of American Colleges & Universities. (n.d.). *Civic Engagement VALUE Rubric*. In *VALUE Rubrics*. <https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-civic-engagement>

National Association of Colleges and Employers. (2024, April). *Career readiness competencies for a career-ready workforce: Revised April 2024* (Doc. No. NACE-2024-CRC). https://www.nacweb.org/docs/default-source/default-document-library/2024/resources/nace-career-readiness-competencies-revised-apr-2024.pdf?sfvrsn=1e695024_6

University of Connecticut. (n.d.). *Topics of Inquiry | Common Curriculum for Leadership and Global Citizenship*. Retrieved November 25, 2025, from <https://commoncurriculum.senate.uconn.edu/topics-of-inquiry/>