

BONNER PROGRAM RECOMMENDED OUTCOMES RUBRIC

	Capstone 4	3	Milestones 2	Benchmark 1
Civic Agency <i>Ability to take action to address an issue or promote the public good</i>	Acts as an agent of change working collaboratively with the community to build upon assets that positively impact a social issue or the public good.	Educates others about how to take multiple actions to positively impact a social issue the public good.	Makes changes in a personal action to positively impact a social issue or the public good.	Demonstrates awareness of how personal actions influence a social issue or the public good.
Civic Identity <i>Sense of commitment and responsibility as a member of a community and society</i>	Provides evidence of experience in civic-engagement activities and connects it with what she/he has learned about her or himself in ways that suggest a reinforced and clarified sense of civic identity and sustained commitment to civic involvement.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and sustained commitment to civic involvement.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.
Critical Thinking and Perspective Taking <i>Ability to analyze and synthesize diverse perspectives</i>	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Communication Skills <i>Ability to effectively communicate in diverse formats and forums</i>	Effectively tailors communication strategies to effectively <i>express oneself, listen to, and adapt to</i> others to establish relationships to further constructive action.	Communicates in community contexts, showing ability to do <i>all of the following</i> : express, listen, and respond to others' ideas or perspectives.	Communicates in community contexts, showing ability to do <i>more than one of the following</i> : express, listen, and respond to others' ideas or perspectives.	Communicates in community contexts, showing ability to do <i>one of the following</i> : express, listen, and adapt ideas and respond to others' ideas or perspectives.
Diversity and Intercultural Competence <i>Understanding and capacity to learn from and with diverse others</i>	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.

<p>Empathy <i>Ability to relate to and share feelings of diverse others</i></p>	<p>Compassionately draws connections between self and the feelings, perspectives, or life experiences of others across multiple dimensions of difference.</p>	<p>Demonstrates appreciation of the feelings, perspectives, or life experiences of <i>different</i> others.</p>	<p>Asks questions about and demonstrates interest in the feelings, perspectives, or life experiences of <i>different</i> others.</p>	<p>Demonstrates appreciation of the feelings, perspectives, or life experiences of <i>similar</i> others.</p>
<p>Integrative Learning <i>Connects relevant experience and academic knowledge</i></p>	<p>Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.</p>	<p>Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.</p>	<p>Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.</p>	<p>Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.</p>
<p>Leadership <i>Capacity to collaborate with and lead others to achieve a goal or common purpose</i></p>	<p>Demonstrates independent experience and <i>shows initiative in leadership</i> of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the purposes and accomplishments of one's actions.</p>	<p>Demonstrates independent experience and <i>leadership of</i> civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.</p>	<p>Has clearly <i>participated</i> in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.</p>	<p>Has <i>experimented</i> with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.</p>
<p>Place- and Issue- Knowledge <i>Understanding of facets of a specific community or issue</i></p>	<p>Demonstrates and applies knowledge of a particular community and/or issue as evidenced in a culminating project or role.</p>	<p>Seeks to deepen and advance one's knowledge of a particular community and/or issue through initiative or leadership.</p>	<p>Identifies interests in a particular community and/or issue through a sustained role and learning opportunities.</p>	<p>Explores one or more particular communities, localities, or issues through experiential and/or academic engagement.</p>
<p>Social Justice <i>Abilities to examine and act to promote fairness and equity</i></p>	<p>Collaborates with relevant stakeholders to analyze and take action to effectively address injustices.</p>	<p>Identifies personal and collective actions that could be taken to effectively address injustices.</p>	<p>Examines the systemic issues that contribute to injustices.</p>	<p>Articulates an awareness that injustices happen.</p>