

## BGSU Adapted AAC&U INTEGRATIVE LEARNING and CIVIC ENGAGEMENT VALUE RUBRICS for ENGAGEMENT

### Definition

Engagement at BGSU encompasses both academic and civic engagement. Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus. Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, 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.

	Capstone 4	Milestones		Benchmark 1	No Evidence 0
		3	2		
<b>Connections to Experience</b>	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.	Effectively select 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.	Compares life experiences and academic knowledge to infer difference, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.	Does not identify connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
<b>Connections to Discipline</b>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.	Does not make connections across disciplines, perspectives.
<b>Transfer</b>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.	Does not adapt or apply skills, abilities, theories, or methodologies gained in one situation to new situations.
<b>Reflection and Self-Assessment</b>	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluate changes in own learning over time, recognizing complex contextual factors (e.g. works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describe own performances with general descriptors of success and failure.	Does not describe own performances with general descriptors of success and failure.
<b>Diversity of Communities and Cultures</b>	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.	Does not express attitude and beliefs.
<b>Analysis of Knowledge</b>	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.	Does not identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline relevant to civic engagement and to one's own participation in civic life, politics, and government.

<b>Civic Identity and Commitment</b>	Provides evidence of experience in civic engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	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 commitment.	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.	Does not provide evidence of her/his experience in civic engagement activities.
<b>Civic Communication</b>	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Does not communicate in a civic context.
<b>Civic Action and Reflection</b>	Demonstrates independent experience and <i>shows initiative in team leadership</i> of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and <i>team leadership</i> of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly <i>participated</i> in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has <i>experimented</i> with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.	Has not experimented with any civic activities.
<b>Civic Contexts/Structures</b>	Demonstrates ability and commitment to <i>collaboratively work across and within</i> community contexts and structures <i>to achieve a civic aim.</i>	Demonstrates ability and commitment to work actively <i>within</i> community contexts and structures <i>to achieve a civic aim.</i>	Demonstrates experience identifying intentional ways to <i>participate in</i> civic contexts and structures.	Experiments with civic contexts and structures, <i>tries out a few to see what fits.</i>	Has not experimented with civic contexts and structures.

## BGSU Adapted AAC&U VALUE RUBRIC for CRITICAL THINKING

### Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

	Capstone 4	Milestones 3                      2		Benchmark 1	No Evidence 0
<b>Ability to articulate/explain question or issue</b>	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.	Student is unable to articulate issue/problem.
<b>Use of Evidence</b>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.	Evidence is not provided.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	No awareness of assumptions and/or context.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	Student does not state a clear position.
<b>Examination of implications and consequences</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	Conclusion is not stated.

## BGSU Adapted AAC&U VALUE RUBRIC for INFORMATION LITERACY

### Definition

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy

	Capstone 4	Milestones		Benchmark 1	No Evidence 0
		3	2		
<b>Determine the Extent of Information Needed</b>	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.	Does not define the scope of the research question or thesis.
<b>Access the Needed Information</b>	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.	Does not access or retrieve relevant information.
<b>Evaluate Information and its Sources Critically</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Does not show an emerging awareness of present assumptions.
<b>Use Information Effectively to Accomplish a Specific Purpose</b>	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.	Does not communicate information sources.
<b>Access and Use Information Ethically and Legally</b>	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Does not access or use information appropriately.

## BGSU Adapted AAC&U INQUIRY AND ANALYSIS VALUE RUBRIC for INQUIRY

### Definition

Inquiry is a systematic process of exploring issues/objects/works through the collection and analysis of evidence that result in informed conclusions/judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

	Capstone 4	Milestones		Benchmark 1	No Evidence 0
		3	2		
<b>Ability to communicate effectively</b>	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less explored aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Student has clearly stated the topic and addressed critical issues effectively.	Student has stated the topic and addressed some issues.	Student has not stated the topic or address issues clearly.
<b>Select and synthesize in-depth information from relevant sources with that mode of inquiry</b>	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Sufficient relevant sources used and information clearly synthesized.	Limited relevant sources used and/or a limited synthesis of information from sources.	An absence of, or irrelevant, sources used and/or an absence of synthesis from sources.
<b>Apply one or more appropriate methods of inquiry to a relatively well structured question or problem</b>	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant sub-disciplines.	Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.	Appropriate inquiry method applied to the topic with all inquiry elements clearly represented.	Appropriate inquiry method applied without clear identification of all inquiry elements.	Inappropriate or no inquiry methods applied to the question.
<b>Analyze evidence to reveal patterns, differences, or similarities related to the inquiry question</b>	Insightfully discusses in detail relevant and supported limitations and implications. Organizes and synthesizes evidence to reveal insightful patterns, differences or similarities related to focus.	Discusses relevant and supported limitations and implications. Organizes evidence to reveal important patterns, differences or similarities related to focus.	Evidence strongly explored, revealing patterns, differences & similarities; argument or interpretation well supported.	Some evidence explored; modest support of argument or interpretation.	Limited exploration of evidence; weak arguments or interpretation.
<b>Draw topical conclusions extrapolated from the inquiry findings; discuss limitation and implications of the mode of inquiry</b>	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	Clear, logical, critical thinking used to draw conclusions supported by evidence from the inquiry process, accompanied by reflection on the inquiry itself.	Conclusions drawn from evidence from the inquiry process, accompanied by reflection on the inquiry itself, with some gaps in logic or making connections.	Conclusions not drawn or not based on analysis of evidence, and/or lacking a reflection on the inquiry itself.

## BGSU Adapted AAC&U VALUE RUBRIC for ORAL COMMUNICATION

### Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

	Capstone 4	Milestones		Benchmark 1	No Evidence 0
		3	2		
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable, is skillful, and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.	Does not illustrate an organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.	Language is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.	Does not use appropriate delivery techniques (posture, gesture, eye contact, and vocal expressiveness).
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.	Does not present supporting material in presentation.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.	Central message cannot be deduced.

## BGSU Adapted AAC&U VALUE RUBRIC for WRITTEN COMMUNICATION

### Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

	Capstone 4	Milestones		Benchmark 1	No Evidence 0
		3	2		
<b>Context of and Purpose for Writing</b> <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Writing demonstrates a sophisticated understanding of context, audience, and purpose that is responsive to the assigned task and that focuses on all elements of the work.	Writing demonstrates appropriate and consistent attention to context, audience, purpose, and to the assigned task.	Writing demonstrates appropriate attention to context, audience, purpose, and to the assigned task.	Writing demonstrates basic attention to context, audience, purpose, and to the assigned task.	Writing lacks minimum attention to context, audience, purpose, and to assigned task.
<b>Content Development</b> <i>Addresses development and complexity of ideas</i>	Writing contains appropriate, relevant, and compelling content to fully develop and illustrate mastery of the subject.	Writing contains appropriate, relevant, and compelling content to develop and explore complex ideas throughout the work.	Writing contains appropriate and relevant content to develop and explore complex ideas through most part of the work.	Writing contains appropriate and relevant content to develop basic ideas in some parts of the work.	Writing lacks appropriate and relevant content to develop basic ideas.
<b>Genre and Disciplinary Conventions</b> <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Writing uses a detailed and effective system of organization and presentation of ideas that show a successful execution of a wide range of conventions of a specific discipline and/or writing task.	Writing uses an appropriate and consistent system of organization and presentation of ideas that are important to the particular conventions of a specific discipline and/or writing task.	Writing uses an appropriate system of organization and presentation of ideas in most areas for a specific discipline and/or writing task.	Writing uses a basic system of organization and presentation of ideas in some areas.	Writing lacks a consistency in organization and presentation of ideas.
<b>Sources and Evidence</b> <i>Addresses use and types of sources for support of ideas</i>	Writing demonstrates a skillful use of scholarly, credible, relevant, and synthesized source material in support of ideas appropriate for the discipline and genre of the writing task.	Writing demonstrates an appropriate and consistent use of credible, relevant, and synthesized source material in support of ideas for the discipline and genre of the writing task.	Writing demonstrates an appropriate use of credible, relevant, and synthesized source material in support of ideas for the discipline and genre of the writing task.	Writing demonstrates a basic use of relevant source material in support of ideas.	Writing lacks any use of relevant supporting source materials for ideas.
<b>Control of Syntax, Grammar, and Mechanics</b> <i>Addresses sentence-level concerns, grammar including word choice, and mechanics including punctuation and citations</i>	Writing exhibits sophistication in its clarity of expression that skillfully communicates meaning to readers and is virtually free of errors in syntax, grammar and mechanics.	Writing exhibits appropriate and consistent clarity of expression that conveys meaning to readers with few errors in syntax, grammar and mechanics.	Writing exhibits appropriate clarity of expression that conveys meaning to readers with some errors in syntax, grammar and mechanics.	Writing exhibits basic clarity of expression that is sometimes impeded by errors in syntax, grammar and mechanics.	Writing lacks clarity of expressions due to ineffective use of syntax, grammar, and mechanics.