Missouri State University's Quality Initiative Project (QIP) Rubric

Attribute	Capstone	Milestone 2	Milestone 1	Benchmark
Ethical Self-Awareness	Discusses in detail/analyzes both core beliefs and the origins of core beliefs, and discussion has depth and clarity.	Discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	States both core beliefs and the origins of core beliefs.	States either their core beliefs or articulates the origins of core beliefs but not both.
Ethical Dilemmas and Recognition	Recognizes ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Recognizes ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Recognizes basic and obvious ethical issues and grasps (incompletely) the complexities or interrelationships among the issues.	Recognizes basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/ Concepts	Independently applies ethical perspectives/concepts to an ethical question, accurately. Considers the full implications of the application. The application is accurate.	Independently applies ethical perspectives/concepts to an ethical question. Considers specific implications of the application. The application may not be accurate.	Applies ethical perspectives/concepts to an ethical question, independently (to a new example). The application may be inaccurate.	Applies ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example).
Cultural Self-Awareness	Articulates insights into cultural rules and biases (e.g., seeks new perspectives; aware of how her/his personal experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.	Recognizes new perspectives about own cultural rules and biases (e.g., not looking for sameness; comfortable with the complexities that new perspectives offer).	Identifies own cultural rules and biases (e.g., with a strong preference for those rules shared with own cultural group and seeks the same in others).	Shows minimal awareness of other cultural rules and biases (even those shared with own cultural groups(s)) (e.g., is uncomfortable with identifying possible cultural differences with others).
Cultural Attitudes	Initiates and develops interactions with culturally different others. Suspends judgment in valuing his/her interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in his/her interaction with culturally different others, but is unaware of own judgment.

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Diversity of Communities and Cultures	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. May be indifferent, resistant, or does not reflect on what can be learned from diversity of communities and cultures.
Civic Identity and Commitment	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.
Analysis of Knowledge and Public Affairs	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.
Civic Action and Reflection	Demonstrates independent experience and *shows initiative in team leadership* 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 *team leadership* of civic action, with reflective insights or analysis about the aims and accomplishments of those actions.	Has clearly *participated* in civically focused actions and begins to reflect or describe how those actions may benefit individual(s) or communities.	Has *experimented* with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.