

**LO 4.3 Service in Promotion of the Common Good**

**Based on AAC&U VALUE Rubric**

|   | Mastered<br>4  | Accomplished<br>3  | Developing<br>2  | Beginning<br>1  |
|---|--|--|--|---|
| <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. |
| <b>Analysis of Knowledge</b>                                | Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to promotion of the common good through service.   | Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to promotion of the common good through service.                         | Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to promotion of the common good through service.  | Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to promotion of the common good through service.   |
| <b>Commitment to service in support of the common good</b>  | Provides evidence of experience in service activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of commitment to the common good. | Provides evidence of experience in service activities and describes what she/he has learned about her or himself as it relates to a growing sense of commitment to the common good.            | Evidence suggests involvement in service is generated from expectations or course requirements rather than from a sense of commitment to the common good.  | Provides little evidence of her/his experience in service activities and does not connect experiences to promotion of the common good through service.                  |
| <b>Communication</b>  | Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further the common good.  | Demonstrates ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.  | Demonstrates ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.  | Demonstrates ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.   |
| <b>Reflection in light of Catholic Franciscan tradition</b> | Connects service experience to two or more principles of Catholic Social Teaching and/or the Franciscan tradition with genuine insight and depth.  | Connects service experience to two or more principles of Catholic Social Teaching and/or the Franciscan tradition with some depth.   | Connects service experience to two or more principles of Catholic Social Teaching or the Franciscan tradition, but with little depth.  | Connects service experience to at least one principle of Catholic Social Teaching or the Franciscan tradition.  |