Self-Assessment Tool for Bonner Programs and Host Campuses
Draft – Version 1.1

Introduction:

The Bonner Program aims to impact three areas—student development, community impact, and campus infrastructure. Since its initial creation in 1990, the Bonner Program has continued to develop facets of its frameworks and supporting tools, resources, and work with campuses to achieve excellence in these areas.

This document—a Self-Assessment Tool for Bonner Programs and Host Campuses—has been designed to bring together the most important indicators of a high-quality, comprehensive program. It has been designed to provide campus staff who build and manage the Bonner Program and other civic engagement initiatives with a set of key guidelines for which to strive.

We at the Bonner Foundation are asking campus Bonner Program staff to complete this self-assessment as part of a broader effort to guide our work with you. Your responses will serve as a reference point for ongoing conversations with you and others on your campus about the next steps and stages of program development, management, and growth of the Bonner Program and your broader campus's work in civic engagement and education.

We'd suggest that you print out and review the contents of the Self-Assessment Tool, which you may choose to complete with a team of staff (and possibly students). Then, use the Summary Grid (attached) to note your responses and notes. We will be creating an online version of this tool after we pilot it with a few campuses.

We ask that your responses be candid; no one is expecting a campus to be at the highest levels in all areas. Rather, your self-assessment will help us to know where we need to spend our time supporting you, providing resources, and providing other systems for stronger programs.

Thank you.

SELF-ASSESSMENT TOOL FOR THE BONNER PROGRAM & HOST CAMPUSES

INDICATORS OF A HIGH QUALITY

Draft – Version 1.1

A. Staffing and Governance

1. Staffing levels: The Bonner Program has adequate staffing and management to run a program of its size (including meeting the recommended ratio of one full-time staff member for each 40 students).

Level 1	Level 2	Level 3	Level 4	Level 5
We are significantly not able to meet the staffing requirement (less than 1 FT person for 60 students) and are significantly understaffed.	We are not able meet the staffing requirement (fewer than 1 FT person for 40 students) and are understaffed.	We meet the staffing requirement but only at a minimum level and do not have student leadership positions.	We meet the staffing requirement and also utilize student leadership positions.	We exceed the staffing recommendation, including effectively utilizing staff, students, and interns.

2. Appropriate governance: The governance for the Bonner Program provides it with the access to institutional resources and support from senior leadership that it needs while also providing the program with appropriate direction and supervision.

Level 1	Level 2	Level 3	Level 4	Level 5
We have poorly defined lines of access and accountability within the institution; the Bonner Program is poorly resourced and supported.	Our campus governance does not provide adequate access to authority, resources, and direction.	Our campus governance provides adequate authority and resources, while also providing adequate direction and supervision.	Our campus governance is strong, providing excellent access to senior leadership and resources, as well as direction and supervision.	Our campus governance is superb; Director/Coordinator have excellent access to senior leadership and resources, possess a sense of direction and autonomy, while also having good oversight.

3. Effective coordinating center: the campus has coordinating structures and entities (e.g., one or multiple centers) that are effective and appropriate—in terms of its location, size, staffing, and resource allocation—for coordinating the various civic engagement activities.

Level 1	Level 2	Level 3	Level 4	Level 5
We do not have a visible or clearly understood structure and entity (e.g., a center) for civic engagement and other activities.	We have one or several visible structures and entities (e.g., a center) for civic engagement, but they are not appropriately structured, funded, or understood by students.	We have one or several visible structures and entities (e.g., a center) for civic engagement, and the center(s)' work is/are fairly effective but could improve (in terms of location, size, visibility, staffing).	We have one or several visible structures and entities (e.g., a center) for civic engagement, and the center(s)' work is/are strong and well-supported, acknowledged, and resourced.	We have one or several visible structures and entities (e.g., a center) for civic engagement, and the center(s)' work is/are strong, effectively resourced, and poised to continue expanding the institution's civic engagement.

B   Recruitment and Retention

4.   Effective Recruitment: The Bonner Program has an effective, timely recruitment strategy that results in a diverse, highly committed group of students who are a good fit for both the institution and the Bonner Program.

Level 1	Level 2	Level 3	Level 4	Level 5
Our recruitment and selection process needs major attention. Students selected are not a good fit, and the process needs an overhaul.	Selection is completed late or there are some problems with the process; diversity levels are lacking, and selection fails to meet Bonner Program guidelines.	Selection is completed over summer; diversity levels fair and selection meets most Bonner Program guidelines.	Selection is completed before Orientation; diversity levels are strong and similar to the institution, and selection meets all Bonner Program guidelines.	Selection is completed well before Orientation; diversity matching or exceeding institution's, and selection meets all Bonner Program guidelines.

5.   Program Retention: The Bonner Program has retention rates as high (or higher than) the institution's retention, few students drop the program, and those students that do drop from the program, it is for the right reasons (poor performance, lack of interest, poor fit).

Level 1	Level 2	Level 3	Level 4	Level 5
We have terrible retention for Bonners, with a rate less lagging behind the institution or indications of poor selection. We do not handle student withdrawal or dismissal well.	We have poor retention for Bonners, with a rate less than for the institution. Student withdrawal from the program needs to be improved and our replacement strategy is lacking.	We have good retention for most classes of Bonners, with a few issues. Student withdrawal from the program could be improved and our replacement strategy could be better.	We have good retention for Bonners, meeting the rate for the institution. Student withdrawal from the program is handled well, and replacements are found fairly smoothly.	We have excellent retention for Bonners, exceeding the rate for the institution. Student withdrawal from the program is handled well, and replacement selection is strong. We have great student morale.

C.   Program Administration

6.   BWBRS Administrator Usage: The Bonner Program staff is effectively using Bonner Web-Based Reporting System (BWBRS), as required, for tracking student usage and administrative reporting to Foundation.

Level 1	Level 2	Level 3	Level 4	Level 5
Our program does not utilize BWBRS well and needs more staff training.	Our program utilizes aspects of the BWBRS and meets some of the requirements but is incomplete.	Our program utilizes BWBRS fairly well and staff usage meets the minimal requirements in terms of information and timeliness.	Our program utilizes BWBRS well and staff usage is complete and on time, and responsive to the Foundation for information.	Our program utilizes BWBRS extremely well, is thorough, on time, and staff engage with the Foundation to utilize and improve the system.

7.   BWBRS Student Usage: The Bonner students are effectively using Bonner Web-Based Reporting System (BWBRS), as required, for documenting their CLAs, service and training hours, and service accomplishments.

Level 1	Level 2	Level 3	Level 4	Level 5
Students struggle to report needed information completely or on time.	Students meet some of the BWBRS usage requirements, but student usage is incomplete.	Student usage meets the minimal requirements in terms of information and timeliness.	Student usage is complete and on time, and responsive to staff for information.	Student usage is extremely well, is thorough, on time, and engages staff to utilize and improve the system.

8.   **AmeriCorps Management:** The Bonner Program meets requirements and expectations for managing its AmeriCorps positions, including paperwork, reporting, tracking, use of BWBRS, and adhering to guidelines, and prohibited activities (if applicable).

N/A	Level 1	Level 2	Level 3	Level 4	Level 5
Does not have	Our program struggles to meet basic guidelines and requirements for its management of AmeriCorps	Our program meets some requirements, but it also needs attention and support in key areas.	Our program meets basic requirements and expectations most of the time.	Our program meets requirements and all expectations; AmeriCorps is going smoothly.	Our program meets all guidelines and exceeds expectations; we strive to go above and beyond.

9.   **Federal Work-Study Management**: The Bonner Program effectively integrates the use of Community Service Federal Work Study (CSFWS) in its program, and it implements this integration in a strong way.

N/A	Level 1	Level 2	Level 3	Level 4	Level 5
Does not have	Our program struggles with CSFWS and we need some support to more fully utilize and manage it.	Our program is working okay with CSFWS, but it also needs attention and support in key areas.	Our program is able to utilize CSFWS (at basic levels) and manage it effectively most of the time.	Our program effectively utilizes and manages CSFWS, taps available slots, and works well with Financial Aid.	Our program utilizes and manages CSFWS very well, integrates a high proportion of available slots, and works well with Financial Aid.

D.   **Student Development**

10.   **Developmental Model:** The Bonner student developmental framework is integrated and implemented throughout the program, including that students are aware of and engaged in the student developmental framework and have an understanding of what knowledge areas, skills, and habits they are developing.

Level 1	Level 2	Level 3	Level 4	Level 5
Our program is struggling to implement the model; students are not knowledgeable of the model..	We implement the model only in some levels; students hear of the model at Orientation but not as an on-going feature.	We implement the model fairly well at most levels; many students understand and internalize the model and recognize their own development.	We implement the framework well at all levels; most students internalize the framework and can articulate their own development.	We implement the framework very well at all stages; most or all students internalize the model and are engaged in creating and tracking their development.

11. **Common Commitments:** The Common Commitments and deeper values of the college philosophy are integrated, and students are fully engaged in exploring the relevance of these ideas to their work.

Level 1	Level 2	Level 3	Level 4	Level 5
We struggle to integrate the Common Commitments or values in a clear or meaningful way and need help with this.	We integrate some of the Common Commitments but not fully; students are introduced to them but struggle to explore them deeply.	We integrate the Common Commitments in a discernable way; the majority of students explore these concepts routinely.	We integrate the Common Commitments and values in a clear and consistent way; most students engage with these concepts deeply.	We integrate the Common Commitments fully; most or all students are thoughtfully and routinely engaged in these ideas and make connections to their work.

12. **Developmental Structure and Leadership:** Within the program there is a developmental structure, including student leadership positions that are progressive, with positions at each class level, on Bonner Program committees, as service site coordinators, and in other program management positions.

Level 1	Level 2	Level 3	Level 4	Level 5
We struggle to integrate developmentally appropriate leadership positions into our organizational structure.	We have a basic developmental structure but only a few students participate in leadership positions.	We integrate developmentally appropriate leadership positions including project coordinators, and many students participate.	We integrate developmentally appropriate leadership positions into our organizational structure, and all students participate.	We fully integrate developmentally appropriate leadership positions into our organizational structure, and students participate and design & shape them.

E.   Co-Curricular Activities

13. **Management and Meeting Structure:** The Bonner Program has a meeting structure with adequate time (from 15-20% of total hours, at a frequency of two meeting per month or more by class) for effective program management and a comprehensive program of training, enrichment, and reflection (e.g., such as large and small group, business and reflection).

Level 1	Level 2	Level 3	Level 4	Level 5
We struggle with providing adequate or structure for enrichment and program management; meetings occur less than two times per month, and we don't have an articulated training calendar.	We provide minimal time and structure for enrichment and program management; meetings occur less than two times per month, and we have a partial calendar or plan.	We provide good time and structure for effective program management and training; meetings are held at least two times per month, and we have an articulated training calendar or plan for engaging students in training.	We have a well-articulated training and management structure, with frequent meetings and an articulated calendar or plan; there is a comprehensive approach.	We have a highly effective training and management structure, with frequent meetings and an articulated calendar or plan; this training intersects with other aspects of the campus or educational experience.

14. **Orientation:** The Bonner Orientation covers key elements of the program (campus and Bonner Program history, context, and frameworks), models key process points (student leadership, professionalism), and meets recommended requirements for time (at least one full day before the school year).

Level 1	Level 2	Level 3	Level 4	Level 5
Our Orientation fails to include key elements or model key process points. It is too short or at the wrong time.	Our Orientation does not include most key elements and falls short on recommended processes or time.	Our Orientation covers most key elements and models most key process points; it is adequate in length and at the right time.	Our Orientation solidly covers the key elements and process points, including frameworks and student leadership, and meets time requirements.	Our Orientation goes above and beyond in addressing key elements and process points; it exceeds time requirements.

15. **First-Year Service Trip:** The First-Year Service Trip successfully takes first-year (and/or new) Bonners through an immersion experience in a different context, including preparatory educational, service, reflection, and group building activities.

N/A	Level 1	Level 2	Level 3	Level 4	Level 5
BLP: Does not apply	Our First-Year Trip did not happen or struggles to accomplish its key goals for an immersion service experience.	Our First-Year Trip occurs but needs improvement in meeting key elements, such as preparatory education, service, reflection, and group building.	Our First-Year Trip meets the basic expectations as an immersion service experience with adequate preparation, reflection, and group building.	Our First-Year Trip is a strong example of an immersion experience with good educational preparation, service, reflection, and group building.	Our First-Year Trip is an excellent example of an immersion experience, includes strong educational preparation involving students, context-setting, service, reflection, and group building.

16. **Second-Year Exchange:** The Second-Year Exchange effectively provides an opportunity for students to come together with students from another campus for an experience involving reflection, action, and/or education that also provide a larger context for students' understanding of their involvement in service.

N/A	Level 1	Level 2	Level 3	Level 4	Level 5
BLP: Does not apply	Our Second-Year Exchange did not happen or did not meet our goals in providing students with an educational service immersion with a partner campus.	Our Second-Year Exchange needs improvement in organization or providing students with a strong service immersion with a partner campus.	Our Second-Year Exchange is effective at providing students across campuses with an effective immersion in service and reflection, action, and/or education.	Our Second-Year Exchange is a strong example of an effective set of activities to engage students across campuses in reflection, action, and education.	Our Second-Year Exchange is an excellent example of engaging students across campuses in reflection, action, and education in a meaningful and thoughtful way and communicating the bigger picture.

17. **Third-Year/Upper-Level Leadership:** The program and campus build in opportunities and structures for third-year or upper-level leadership in the Bonner Program; students' effectively demonstrate civic leadership in a variety of ways (committees, Congress, class projects, project coordinator roles, mentorship, and reflection).

N/A	Level 1	Level 2	Level 3	Level 4	Level 5
BLP: Does not apply	Our program struggles to provide third-year (or upper class) students with structures and opportunities for student leadership.	Our program needs some improvement in providing third-year (or upper class) students with structures and opportunities for student leadership, but some students demonstrate leadership.	Our program has effective structures for third-year (and upper class) student leadership, and roughly half of students emerge as civic leaders in various ways.	Our program has strong structures for third-year (and upper class) student leadership, and most students emerge as civic leaders in various ways, supported consistently.	Our program has very strong structures and opportunities for third-year (and upper class) student leadership, and most or all students demonstrate civic leadership in the Bonner Program and campus-wide.

18. **Senior Capstone Experience:** The Bonner Program effectively structures and provides support for students so that they have a capstone-level experience in the fourth year (e.g., high level service placement, leadership roles within the program, partnership, or on campus), and students create a final presentation of learning.

N/A	Level 1	Level 2	Level 3	Level 4	Level 5
BLP: Does not apply	Our program struggles to provide fourth-year students with a senior Capstone experience, in terms of their service placement and leadership within the Bonner Program.	Our program needs some improvement in providing seniors with a consistent capstone-level experiences, though a small proportion of students do so.	Our program has effective structures for a senior capstone experience, and the majority of students have a capstone-level placement and do a senior presentation.	Our program has strong structures for a senior capstone experience, most students have a capstone-level placement, and students create strong senior presentations.	Our program has very strong structures for a senior capstone experience, most or all students have a capstone-level placement, and students flourish at strong senior presentations.

F. Advising and Reflection:

19. **One-on-One Meetings:** The Bonner Program implements at least two one-to-one meetings (one per semester) for each student in the program with a member of the campus (Bonner or larger) staff, and these meetings provide students with individualized advising and support for their development and performance in the Bonner Program and on campus.

Level 1	Level 2	Level 3	Level 4	Level 5
Our program struggles to implement the two times per year one-to-one meetings or they are not very effective.	Our program is able to implement the advising meetings but not fully, and they need some improvement in being helpful for staff or students.	Our program effectively implements the advising meetings at least two times per year, and they are fairly effective for students and staff.	Our program effectively implements the advising meetings at least two times per year, and they are a strong and helpful element of the program for students and staff.	Our program effectively implements the advising meetings at least two times per year, they connect to the developmental framework, and they are a very strong element of the program for students and staff.

20. **Use of Community Learning Agreements:** Bonner students complete Community Learning Agreements each semester, and they are completed well (with strong goals) and in BWBRS. In addition, discussion of CLAs is integrated into the advising process with students and with partners, in order to inform and promote quality.

Level 1	Level 2	Level 3	Level 4	Level 5
Our program struggles to implement Community Learning Agreements with students, and they are not well-integrated with advising or students' work.	Our program implements Community Learning Agreements with students, but we need some improvement in integrating them with advising or students' work.	Our program implements Community Learning Agreements fairly well, and we effectively integrate them with advising or students' work.	Our program implements Community Learning Agreements consistently, and we integrate them with advising or students' work in a strong way.	Our program implements Community Learning Agreements consistently, we integrate them with advising or students' work very well, and we utilize this information to strengthen the program.

21. **Student Reflection:** Structures and practices for ongoing student reflection, including activities that help students to make connections between their service work and their academic study, research, the Common Commitments, and broader concerns are in place. These activities utilize good reflection practices, and they also involve students in creative leadership roles.

Level 1	Level 2	Level 3	Level 4	Level 5
Our program struggles to create and implement structures for students reflection, or the ones that we have are inconsistent or need much improvement.	Our program creates and implements structures for student reflection, but we need some improvement in their effectiveness or consistency with students.	Our program creates and implements structures for student reflection fairly well, and the majority of students are involved in creative, consistent ways.	Our program effectively creates and implements structures for student reflection, most students are learning ways to make deeper connections consistently and on their own.	Our program effectively creates and implements structures for student reflection very well, so that most or all students can articulate deeper connections consistently and on their own.

22. **Student Portfolio & Career Linkages:** The Bonner Program has a strategy or mechanism that effectively engages students in creating a portfolio (whether written, in a file, online, or electronic) that connects to their work. In addition, the program supports students to make connections between their Bonner experience and their post-graduate interests and goals (whether in terms of vocational discernment, career planning, or visioning).

Level 1	Level 2	Level 3	Level 4	Level 5
Our program struggles with having students keep a portfolio or some tracking of their work and development, and there are not good connections with post-graduate planning.	Our program attempts to have students create a portfolio or keep track of their work, and some students are supported in post-graduate planning, but we need to improve.	Our program is effective at having students create a portfolio or keep track of their work, and the majority of students are supported in post-graduate planning.	Our program is strong at having students create a portfolio or keep track of their work, and most students engage in reflection and post-graduate planning.	Our program is very strong at having students create a portfolio or keep track of their work, and most or all students engage in reflection and post-graduate planning.

G. Community partnerships and service:

23. **Bonner Community Partner Selection:** The Bonner Program has in place an appropriate, effective strategy for selecting or confirming community partners. Ideally, this strategy involves annual planning, including in written form (applications or agreements) with partners with whom the program has multi-year, complex partnerships. This strategy includes orientation for partners around the Bonner Program models, frameworks, and expectations on both sides.

Level 1	Level 2	Level 3	Level 4	Level 5
Our program struggles with designing or implementing a doable strategy for partner selection, and we need support in this area.	Our program has and implements a strategy for partner selection, but it doesn't include much orientation, or it needs much improvement.	Our program effectively implements a strategy for partner selection, including basic written forms for most partners.	Our program implements a process for partner selection, including applications or higher-level agreements with key partners.	Our program implements a process for partner selection, including applications, higher-level agreements, and long-term strategic planning with key partners.

24. **Developmental Model in Place**: The mix of community partners offers a set of student service placements that are developmental and progressively challenging. The developmental framework is also in place with community partnerships, supported concretely by its integration into partner orientation, materials, selection process, and ongoing management and communication. A developmental structure shows up in the coding of agencies and in students' CLAs in the reporting in BWBRS.

Level 1	Level 2	Level 3	Level 4	Level 5
Our program struggles to integrate the developmental model into placements, and we need to work on ways to communicate the model and have partners develop progressively challenging placements.	Our program integrates the developmental model but we need to strengthen the types of placements that partners are creating.	Our program integrates the developmental model effectively and the majority of partners are able to utilize the framework in creating their placements.	Our program strongly integrates the developmental model, and this is evident through the types of placements that the majority of students have (in BWBRS) and through partners' understanding.	Our program strongly integrates the developmental model; the mix of partnerships provides most or all students with progressively challenging placements, with seniors reaching the highest levels.

25. **Partners as Co-Educators:** The Bonner Program actively engages community partners as co-educators. Community partners are informed and engaged in providing training, orientation, guidance, and other structured or innovative learning opportunities to students.

Level 1	Level 2	Level 3	Level 4	Level 5
Our program struggles to engage partners as co-educators. We need some help with changing the philosophy and approach for working with partners or how they work with students.	Our program has the basic approach for working with partners as co-educators, but the practice of them doing so is inconsistent and needs improvement.	Some community partners are engaged as co-educators and actively provide training and educational guidance to students.	Community partners are engaged as co-educators in a consistent way. We have some solid strategies and activities, although academic linkages could be enhanced.	Community partners actively act as co-educators of students. They provide training and educational support in diverse ways, including readings, discussions, and classroom participation and linkages.

26. **Site-Based Model and Project Coordinators:** The Bonner Program utilizes a site-based partnership model, with some sites identified as longer-term or multi-year. Many of the sites are team-based, and sites with a team of students (four or more students) also have a (student) project/site coordinator.

Level 1	Level 2	Level 3	Level 4	Level 5
We don't have a site-based model through which some partners are identified as multi-year, and we currently don't use project coordinators.	We are moving toward identifying higher-level/ multi-year community partners and putting into place a project coordinator structure at some sites.	We have some identified higher-level partnerships and elements of a site-based model. We have project coordinators at a few sites.	We have a site-based partnership model, with several sites identified as multi-year committed partners. We have project coordinators at some of these committed sites.	We have a site-based partnership model, with several sites identified as multi-year committed partners. We have project coordinators at all committed sites where there is a team.

27. **Community Partner Communication and Management:** The Bonner Program is able to maintain consistent communication with community partners, including at least one annual site visit by a designated representative (staff or student) and other communication at least each semester or more often). Communication channels and strategies are effective, so that partners appear to be comfortable with initiating and maintaining contact with program staff and students.

Level 1	Level 2	Level 3	Level 4	Level 5
We struggle to maintain consistent or effective communication with partners. We are not able to conduct site visits for the most part, and communication with partners is an area requiring much improvement.	We maintain effective, consistent communication with some partners but are unable to do site visits with all of them. We initiate communication, and some communication needs to be improved.	We are able to maintain effective, consistent communication with the majority of partners but unable to do site visits with all of them. We initiate communication in most cases.	We are able to maintain effective, consistent communication with most partners, including annual site visits, but we initiate most communication.	We are able to maintain very effective, consistent communication with partners, including annual or more frequent site visits. Partner initiate communication with staff and site coordinators.

28. **Partner Evaluation Process:** The Bonner Program utilizes a partner evaluation process, which involves providing both partners and students with the opportunity to provide formal (written) evaluation and feedback at least once each year (or each semester). In addition, the program provides partners and students with ongoing informal opportunities for feedback and recognition.

Level 1	Level 2	Level 3	Level 4	Level 5
We currently aren't able to carry out a partner evaluation process in an effective or consistent manner. Opportunities for feedback tend to be crisis-oriented. Recognition of partners and students needs much improvement.	We have a partner evaluation process that is effectively utilized with some partners. However, this information isn't often integrated with meetings and placement arrangements. We need more ongoing feedback and recognition.	We have a partner evaluation process that is effectively utilized with the majority of partners. However, we need to improve integration of this information with meetings and placement arrangements, as well as ongoing feedback and recognition.	We execute a strong partner evaluation process, but we could improve how we use this information to ensure best service. Formal and informal opportunities for feedback and recognition exist but aren't fully utilized.	We execute a very strong partner evaluation process. Information is integrated into meetings with students and partners. Formal and informal opportunities for feedback and recognition are utilized.

H. Curricular Activities:

29. **Academic Coursework:** The campus can cite relevant academic coursework, which may include coursework without service projects but addressing relevant themes (e.g., poverty, public policy), service-learning courses, community-based research courses, and independent avenues for study-service connections. In addition, a broad cross-section of students, faculty, and staff appear to be informed about these options.

Level 1	Level 2	Level 3	Level 4	Level 5
There are no or very few courses; there is little institutional support for fostering relevant academic connections, CBR, or service-learning. There is resistance to these practices.	A handful of courses are offered, but there is no broad integration of service-learning, CBR, or independent options. Most faculty and students are not aware of the merits of these approaches or how to be involved.	Relevant coursework is offered in some disciplines. There is a small number of faculty is involved in providing coursework or study options but many faculty are not informed or involved about how to do this.	Relevant coursework is offered in several disciplines, and a core constituency of faculty is involved in providing coursework or study options that augment or link to students' civic involvement.	A variety of relevant coursework is offered, and a broad cross-section of faculty are involved in providing coursework or study options that augment or link to students' civic involvement.

30. **Students' consistent academic connections:** Many Bonner students and other student leaders in service enroll in relevant coursework (such as policy, social justice, CBR, service-learning) or participate in independently designed study or research projects at some point during program.

Level 1	Level 2	Level 3	Level 4	Level 5
Students have no or low levels of awareness and involvement in relevant academic connections; barriers to participation exist or academic connections are few.	Students' involvement in academic connections is limited or occurs mostly in the context of extracurricular student activities where faculty are involved.	Some students are involved in relevant coursework and pursue independently designed projects with faculty, but this isn't very systematic and could expand.	Many Bonner students are involved in relevant coursework, including community-based research. Some students do independently designed study, internships and practicum work.	Most Bonner students are involved in relevant coursework, including community-based research and higher-level independent academic options.

31. **Faculty support and involvement:** There is a high level of support for faculty involvement in civic engagement and academic-service connections, which is structured through existing committees, interdisciplinary collaboration, tenure and promotion guidelines. As a result, there is a high level of faculty involvement in civic engagement in multiple ways.

Level 1	Level 2	Level 3	Level 4	Level 5
Faculty involvement in service or civic engagement is virtually non-existent; support for it is very low.	Faculty involvement is low, confined to campus duties, committees and a disciplinary focus.	Faculty involvement is relatively low; some faculty are involved in community volunteerism or relationships with agencies and pro bono consulting.	Faculty involvement is moderate. Tenured/senior faculty pursue community-based research and teach service-related courses.	Community research and community-based/service-learning are a high priority for faculty. Faculty are even involved in co-curricular work. Many faculty are involved in interdisciplinary, collaborative work.

32. **Community voice and involvement:** There are accessible channels by which community individuals and/or agencies can be involved in contributing to, designing, carrying out, and/or evaluating academic, research and service-learning activities. Involvement may include representation on institutional boards, presenting to classes, teaching, and shaping the research agenda.

Level 1	Level 2	Level 3	Level 4	Level 5
There is virtually no involvement by community individuals or agencies in academic or research activities, and we need support in this area.	There is sporadic, random, or limited individual or agency involvement in academic or research activities.	There is some community representation on advisory boards for departments, the center, or schools.	Community representatives are involved actively in academic or research activities or through part-time teaching.	Community individuals and/or agencies are involved in designing, conducting, and evaluating academic, research and service-learning activities.

33. **Community-Based and Policy Research:** The institution is engaged in community-based and/or policy research, working with community partners to identify their research needs that can be met through academic research or work. This is an extension of the type of service and resources that the institution can collaborate to provide to the community and also engages students (and faculty) in deeper learning and analysis.

Level 1	Level 2	Level 3	Level 4	Level 5
There is no CBR or policy research currently and there is resistance or lack of interest. We need support with this issue.	There is minimal interest in and activity with CBR or policy research; current efforts (courses and faculty) are few or scattered, and we could improve.	There is moderate interest in and activity with CBR or policy research; current efforts (courses and faculty) are underway and growing, with a strong core.	There is strong interest in and activity with CBR or policy research; efforts (courses and faculty) have been successful and are expanding, with broad-based involvement.	There is strong interest in and activity with CBR or policy research; efforts (courses and faculty) have been successful and replicable. There is broad-based involvement and support.

34. **Faculty promotion, rewards, and tenure:** The institution has clearly articulated rewards or incentives for faculty involvement in service, service-learning and/or community-based research. For example, tenure and promotion guidelines build in support for service-learning and CBR.

Level 1	Level 2	Level 3	Level 4	Level 5
There is virtually no support or reward structure for service-learning and CBR; in fact, many perceive this work to be an obstacle to faculty tenure, promotion, and recognition.	Tenure and reward structures define service in relationship to campus committees or disciplines; only in those cases is service-learning or CBR rewarded.	Community service is mentioned in the tenure and promotion guidelines; it may count in certain cases.	Formal guidelines for documenting and rewarding service, service-learning, and CBR are in place.	Community-based research and teaching are key criteria for hiring and tenure. There is strong institutional support for faculty involvement in these endeavors.

35. **Academic journey (FIPSE), certificate, minor or major:** The institution has created an academic program—such as a minor, certificate, concentration, or major—addressing civic engagement or otherwise paralleling the intensive co-curricular model. Some students are enrolled in these offerings.

Level 1	Level 2	Level 3	Level 4	Level 5
The institution does not have an academic program that offers a corollary to the developmental model; there is resistance to this idea or we need help with this project.	The institution is in the design and conception stages of an academic program that offers a corollary to the developmental model; we could benefit from support of the process.	The institution is in the process of approving a minor, certificate, or other academic program. Faculty interest is increasing, and student interest is being developed through recruitment strategies.	The institution has an approved minor, certificate, major, or other academic initiative but student involvement in the program has not occurred yet or is at low levels.	The institution has an approved minor, certificate, major, or other academic initiative. Students are enrolled in this program, and faculty support is high.

I. Campus-wide

36. **Collaboration across campus:** There is strong, consistent collaboration between the Bonner Program and the office/department that houses the program and other entities on campus, including student life/affairs, academic affairs, career services, financial aid, development, the President's office, and other major departments.

Level 1	Level 2	Level 3	Level 4	Level 5
Collaboration between key departments and offices is very weak or non-existent and presents problems to the program.	Collaboration between key departments and offices is minimal or only between a few of the key departments and needs to improve.	Collaboration between key departments is moderate and includes most of the key entities on campus. Collaboration helps shape the program.	Collaboration between key departments is strong and includes most or all key entities on campus. It contributes to a strong program, including student development, impact, and infrastructure.	Collaboration between key departments is comprehensive and dynamic, including key entities on campus in innovative ways that strengthen the student development, community impact, and infrastructure for civic engagement.

37. **Campus-wide Student Participation and Voice:** Student participation in service and civic engagement campus-wide is strong, a part of the experience for most students and not only for those in the Bonner Program. A dynamic culture of service permeates the campus and major facets of students' academic and co-curricular work. In addition, student voice is present in many levels.

Level 1	Level 2	Level 3	Level 4	Level 5
Student participation campus-wide is very weak or non-existent, and the culture of service needs much attention. Student voice in the institution's functioning needs major improvement.	Student participation campus-wide is minimal; there is a weak culture of service among a minority of students. Student voice in many levels of the institution's functioning needs significant	Student participation campus-wide is moderate and underscored by a discernable culture of service and infrastructure that reaches the majority of students (e.g. the center, resident life, etc.). Student an	Student participation campus-wide is strong and underscored by a dynamic culture of service and infrastructure that reaches most students (e.g. the center, resident life, etc.). Student voice is	Student participation campus-wide is very strong, experienced by most students. It is underscored by a dynamic culture of service that permeates the campus and infrastructure that reaches most students. Student voice is evident

improvement.	voice is evident in some levels of the institution's functioning, including in leadership roles.	evident at most levels of the institution's functioning, including in leadership roles.	in many levels of the institution's functioning, including in leadership roles.

38.   **Awards and Recognition:** The institution clearly recognized the contributions and achievements of students and community members involved in service and civic engagement, for example through awards and other recognition initiatives.

Level 1	Level 2	Level 3	Level 4	Level 5
Recognition of students and community members' civic work is very weak or non-existent.	Recognition of students and community members' civic work is inconsistent or lacking; there is no awards program.	Recognition of students and community members' civic work occurs but could be more visible or consistent.	Recognition of students' civic work is visible and present, including a formal awards program.	Recognition of students' and community members' civic work is strongly visible and consistent, including a formal awards program and other public documentation.

39.   **Public Relations and Visibility:** The college/university has a strong public relations presence in which community service and civic engagement is visible. For example, the service and civic engagement center and Bonner Program can be easily found on the website. These efforts receive coverage in major campus publications.

Level 1	Level 2	Level 3	Level 4	Level 5
Public relations efforts are poor, and service and civic engagement receives little positive coverage. Websites do not exist or links are hard to find, and visibility is often negative.	Public relations efforts are minimal, and service and civic engagement receives little coverage. The website links and coverage are difficult to find.	Public relations efforts are moderate, and service and civic engagement receives sporadic coverage. The website links and coverage are not highly visible.	There are elements of strong public relations, and service and civic engagement is visible and positively covered in documentation and online.	There are highly effective mechanisms for public relations, and service and civic engagement is highly visible and regarded in documentation, online, and practices.

40.   **Institutional recognition:** community service and civic engagement are central and defining features of the institution's approach to providing a developmental and educational experience for students and for fulfilling its broader mission.

Level 1	Level 2	Level 3	Level 4	Level 5
There is virtually no institutional recognition for the place of service (or civic engagement) in the educational mission.	There is rhetorical or minimal reference to service and civic engagement.	Service is understood as part of active citizenship but is left for interested students to identify, mostly in a co-curricular fashion.	Service is an element of the institution's academic mission and agenda; many options for co-curricular and curricular involvement exist.	Service is a central and defining characteristic of the institution's approach to education and student development; most students find co-curricular and curricular ways to be involved.

Self-Assessment Tool FOR BONNER PROGRAMS & HOST CAMPUSES
Indicators of High Quality • Draft – Version 1.0

	AREA AND INDICATORS	LEVEL	NOTES
	A. Staffing and Governance		
1	Staffing levels		
2	Appropriate governance		
3	Effective coordinating center		
	B. Recruitment and Selection		
4	Effective Recruitment		
5	Program Retention		
	C. Program Administration		
6	BWBRS Administrator Usage		
7	BWBRS Student Usage		
8	AmeriCorps Management		
9	Federal Work Study Management		
	C. Student Development		
10	Developmental Model		
11	Common Commitments		
12	Developmental and Leadership Structures		
	D. Co-Curricular		
13	Management and Meeting Structures		
14	Orientation		
15	First-Year Trip		
16	Second-Year Exchange		
17	Third-Year Leadership		
18	Senior Capstone Experience		
	E. Advising		
19	One-on-One Meetings		
20	Use of Community Learning Agreements		
21	Student Reflection		
22	Portfolio & Post-Graduate Linkages		
	F. Community Partnerships		
23	Effective Partner Selection		
24	Development Model in Place		
25	Partners as Co-Educators		
26	Site-Based Model and Project Coordinators		
27	Partner Communication and Management		
28	Partner Evaluation Process		
	G. Curricular		
29	Academic coursework		
30	Students consistent academic involvement		
31	Faculty support and involvement		
32	Community voice and involvement		
33	Policy and Community-Based Research		
34	Faculty promotion, rewards, and tenure		
35	Academic journey or program (FIPSE)		
	H. Campus Wide		
36	Collaboration across campus		
37	Campus-Wide Student Participation		
38	Awards and Recognition		
39	Public Relations and Visibility		
40	Institutional recognition		