

# Student Affairs Learning Rubrics



Updated Feb 26, 2019



# Civic Engagement

Encompasses actions wherein individuals participate in activities of personal, political and public concern that are both individually life enriching and socially beneficial to the community.

| Civic Engagement                             | Benchmark  | Milestones 2  | Milestones 3  | Capstone 4  |
|--|--|---|---|---|
| <b>Diversity of Communities and Cultures</b> | Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diverse 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 diverse communities and cultures. | Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diverse communities and cultures.                         | Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diverse communities and cultures. Promotes others' engagement with diversity.  |
| <b>Analysis of Knowledge</b>                 | 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. | 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.      | 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. | 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.                                   |
| <b>Civic Identity and Commitment</b>         | Provides little evidence of one's own experience in civic-engagement activities and does not connect experiences to civic identity.  | Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.                                      | Provides evidence of experience in civic-engagement activities and describes what has been learned about self as it relates to a growing sense of civic identity and commitment.                                  | Provides evidence of experience in civic-engagement activities and describes what has been learned about self as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.        |
| <b>Civic Communication</b>                   | Communicates in civic context, showing ability to do one 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.                                   | Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.   | Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action   |
| <b>Civic Action and Reflection</b>           | Has experimented with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.   | Has clearly participated in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.   | Demonstrates independent experience and team leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.  | 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. |
| <b>Civic Contexts/Structures</b>             | Experiments with civic contexts and structures, tries out a few to see what fits.  | Demonstrates experience identifying intentional ways to participate in civic contexts and structures.   | Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim.   | Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.   |
| <b>Bloom's Taxonomy Levels</b>               | <b>Remember &amp; Understand</b>   | <b>Apply &amp; Analyze</b>  |   | <b>Evaluate &amp; Create</b>  |

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# Communication

The exchange of information orally, non-verbally and in writing, with individuals, groups and external audiences using multiple modes, including technology and related applications. Click [here](#) to see areas of specialization in communication.

| Communication   | Benchmark   | Milestones 2  | Milestones 3  | Capstone 4  |
|---|---|---|---|---|
| <b>Context, Purpose and Conventions</b><br>(audience knowledge of the topic, circumstances, purpose surrounding assigned task, conventions related to discipline or task) | Demonstrates minimal attention to context, audience knowledge of the topic, purpose to the assigned task(s), and adherence to discipline or task conventions.   | Demonstrates awareness of context, audience knowledge about the topic, and purpose to the assigned tasks(s), and adherence to discipline or task conventions.   | Demonstrates adequate consideration of context, audience knowledge of the topic, purpose and a clear focus on the assigned task(s), and adherence to discipline or task conventions.  | Demonstrates a thorough understanding of context, audience knowledge of the topic, and purpose that is responsive to the assigned task(s) and focuses all elements of the work, as well as adherence to discipline or task conventions.                     |
| <b>Organizational Pattern</b><br>(introduction, 2-3 main points, sequencing, transitions conclusion)  | Organizational pattern is not observable in the communication.  | Organizational pattern is intermittently observable within the communication.   | Organizational pattern is clearly and consistently observable within the communication.   | Demonstrates detailed attention and successful execution of organizational pattern and makes the content of the communication cohesive.   |
| <b>Content Development</b>  | Uses appropriate and relevant content to develop simple ideas in some parts of the work.  | Uses appropriate and relevant content to develop and explore ideas through most of the work.  | Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.  | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding shaping the whole work.   |
| <b>Language</b>   | Language choices are unclear and minimally support the effectiveness of the communication. Language in communication is not appropriate to audience.  | Language choices are mundane and commonplace and partially support the effectiveness of the communication. Language in communication is appropriate to audience.  | Language choices are thoughtful and generally support the effectiveness of the communication. Language in communication is appropriate to audience.   | Language choices are inclusive, memorable, and compelling, and enhance the effectiveness of the communication. Language in communication is appropriate to audience.  |
| <b>Supporting Material</b><br>(explanations, examples, illustrations, statistics, analogies, quotations from credible sources)  | Lacks credible and relevant sources, insufficient supporting materials make reference to information or analysis that minimally supports the communication or establishes the communicator's credibility/ authority on the topic. | Demonstrates an attempt to use credible and relevant sources, supporting materials make appropriate reference to information or analysis that partially supports the communication or establishes the communicator's credibility/ authority on the topic. | Uses some use credible and relevant sources, supporting materials make appropriate reference to information or analysis that generally supports the communication or establishes the communicator's credibility/authority on the topic. | Uses credible and relevant resources, a variety of types of supporting materials make appropriate reference to information or analysis that significantly supports the communication or establishes the communicator's credibility/ authority on the topic. |
| <b>Delivery</b><br>(posture, gesture, eye contact, and vocal expressiveness)  | Delivery techniques detract from the understandability of the communication, and communicator appears uncomfortable.  | Delivery techniques make the communication understandable, and communicator appears tentative.  | Delivery techniques make the communication interesting, and communicator appears comfortable.   | Delivery techniques make the communication compelling, and communicator appears polished and confident.   |
| <b>Bloom's Taxonomy Levels</b>  | <b>Remember &amp; Understand</b>  | <b>Apply &amp; Analyze</b>  |   | <b>Evaluate &amp; Create</b>  |

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# Critical Thinking

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

| Critical Thinking  | Benchmark  | Milestone 2  | Milestone 3   | Capstone   |
|--|--|--|---|--|
| <b>Explanation of Issues</b>   | Issue/problem to be considered critically is stated without clarification or description.  | 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, described, and clarified so that understanding is not seriously impeded by omissions.  | Issues/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.  |
| <b>Evidence</b><br><i>Selecting and using information to investigate a point of view or conclusion</i> | Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.        | Information is taken from source(s) with or 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) 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 enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.   |
| <b>Influence of context and assumptions</b>  | Shows an emerging awareness of present assumptions. Begins to identify some 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).  | Identifies own and others' assumptions and several relevant contexts when presenting a position.  | Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.  |
| <b>Student's position</b><br><i>Perspective, thesis/hypothesis</i>                                     | Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.   | Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.   | 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) is innovative, 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). |
| <b>Conclusions and related outcomes</b><br><i>Implications and consequences</i>                        | Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified. | 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 logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.                               | Conclusions and related outcomes (implications and consequences) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.   |
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# Integrative Learning

Integrative learning is an understanding and disposition that a student builds across their personal, curricular and co-curricular lives, from making simple connections among ideas and experiences to synthesizing and transferring learning to new and complex situations.

| Integrative Learning   | Benchmark  | Milestone 2   | Milestone 3   | Capstone   |
|--|--|---|---|--|
| <b>Exploration</b>   | Discovers potential opportunities to expand knowledge, skills, and abilities.  | Pursues opportunities of interest to expand knowledge, skills, and abilities.   | Evaluates knowledge, skills, and abilities gained from opportunities.   | Generates new opportunities to expand knowledge, skills, and abilities.  |
| <b>Understand Connections Across Experiences</b><br><i>Connects curricular, co-curricular and life experiences</i>   | Recalls learning from past personal, curricular and co-curricular experiences. | Discovers new interests and create goals connected to prior learning from curricular, co-curricular and life experiences. | Examines alternative perspectives based on connections between personal, curricular and co-curricular learning experiences. | Synthesizes connections among personal, curricular and co-curricular experiences to deepen learning and broaden personal points of view. |
| <b>Reflection and Self-Assessment</b><br><i>Evaluate prior learning across multiple and diverse contexts to expand knowledge, growth and maturity over time.</i> | Describes prior learning based on reflection and self-assessment activities.   | Engages in reflection and self-assessment related to recent curricular, co-curricular and life experiences.               | Seeks and analyzes feedback from others to gain insight regarding personal reflections and self-assessment.                 | Formulates future plans based on personal reflections, self-assessment and feedback from others.   |
| <b>Lifelong Learner</b>  | Defines lifelong learning and its benefits.                                    | Participates in introductory lifelong learning activities.  | Discovers specialized areas of interest related to lifelong learning.   | Formulates a plan for engaging in learning long-term.  |
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# Intercultural Fluency

Valuing, respecting, and learning from people with diverse backgrounds (e.g., ability, age, culture, economic status, education level, ethnicity, gender, nationality, race, religion, sexual orientation). The individual demonstrates, openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

| Intercultural Fluency   | Benchmark   | Milestone 2   | Milestone 3  | Capstone   |
|---|---|---|--|--|
| <b>Knowledge</b><br><i>Cultural self-awareness</i>                    | Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)                        | 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.)   | Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)  | Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how own experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)  |
| <b>Knowledge</b><br><i>Knowledge of cultural worldview frameworks</i> | Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.                                     | Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.  |
| <b>Skills</b><br><i>Empathy</i>                                       | Views the experience of others but does so through own cultural worldview.  | Identifies components of other cultural perspectives but responds in all situations with own worldview.   | Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.  | Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.  |
| <b>Skills</b><br><i>Verbal and nonverbal communication</i>            | Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.  | Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.  | Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.   | Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/ indirect and explicit/ implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences. |
| <b>Attitudes</b><br><i>Curiosity</i>                                  | States minimal interest in learning more about other cultures.  | Asks simple or surface questions about other cultures.  | Asks deeper questions about other cultures and seeks out answers to these questions.   | Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.   |
| <b>Attitudes</b><br><i>Openness</i>                                   | Receptive to interacting with culturally different others. Has difficulty suspending any judgment in interactions with culturally different others, but is unaware of own judgment.                             | Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in interactions with culturally different others, and is aware of own judgment and expresses a willingness to change. | Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing interactions with culturally different others.   | Initiates and develops interactions with culturally different others. Suspends judgment in valuing interactions with culturally different others.  |
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# Personal Development

Personal development includes both intra- and inter-personal elements. Intrapersonal development refers to an individual's self-understanding and the extent to which they engage in selecting and living by their personal values and beliefs. Interpersonal development refers to an individual's ability to build and maintain meaningful and healthy relationships, work collaboratively, and lead others.

| Personal Development   | Benchmark   | Milestone 2  | Milestone 3   | Capstone  |
|--|---|--|---|---|
| <b>Identity Development</b>  | Summarizes identity dimensions and contextual influences.   | Explores identity dimensions and contextual influences related to internal and external self.      | Analyzes the connections, layers and privileges of identity dimensions and contextual influences.               | Combines personal identity dimensions and contextual influences.  |
| <b>Self-Advocacy</b><br><i>Independent living, health and wellness</i>   | Defines self-advocacy and resiliency.   | Practices self-advocacy and resiliency.  | Examines the effectiveness of self-advocacy and resiliency abilities.   | Adapts self-advocacy and resiliency abilities to a variety of situations.                               |
| <b>Interdependence</b>   | Explains the impact personal values, ethics and behaviors can have on the environment and others. | Chooses values, ethics and behaviors that will positively impact the environment, others and self. | Explains reasoning for values, ethics and behaviors in light of the impact on the environment, others and self. | Adjusts values, ethics and behaviors based on the impact they have on the environment, others and self. |
| <b>Relationships</b><br><i>Individuals demonstrate respect and beneficence for one another, foster growth of self and others, engage in appropriate behavior, and manage conflict effectively.</i>   | Describes principles of healthy and meaningful relationships.                                     | Applies principles of healthy and meaningful relationships.  | Examines the extent to which relationships are healthy and meaningful.  | Creates healthy and meaningful relationships.   |
| <b>Leadership</b>  | Compares leadership characteristics, styles and practices.  | Tests different leadership characteristics, styles and practices.                                  | Assesses personal leadership competencies.  | Creates a plan for cultivating additional leadership competencies.                                      |
| <b>Collaboration</b><br><i>Individuals understand their roles, agree on group goals, make significant contributions to the work, hold each other accountable, share personal perspectives, adapt to change for the good of the group, seek help and support one another.</i> | Outlines elements of strong collaborations.   | Practices developing strong collaborations.  | Reviews the strength of collaborations and areas for improvement.   | Implements changes to strengthen collaborations.  |
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Adapted with permission from "[CAS Learning and Development Outcomes](#)." Council for the Advancement of Standards in Higher Education (2008).

Adapted from "Learning reconsidered: a campus-wide focus on the student experience." Washington, D.C.: National Association of Student Personnel Administrators and the American College Personnel Association (2004).

Adapted from Pope, R. L., & Reynolds, A. L. (2017). Multidimensional Identity Model Revisited: Implications for Student Affairs. *New Directions for Student Services*, 2017(157), 15-24.

# Problem Solving

The process of designing, evaluating and implementing a strategy to answer a question or achieve a desired goal.

| Problem Solving                     | Benchmark   | Milestone 2  | Milestone 3   | Capstone   |
|-------------------------------------|---|--|---|--|
| <b>Define Problem</b>               | Demonstrates a limited ability in identifying a problem statement or related contextual factors.  | Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.  | Demonstrates the ability to construct a problem statements with evidence of most relevant contextual factors, and problem statements is adequately detailed.  | Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.   |
| <b>Identify Strategies</b>          | Identifies one or more approaches for solving the problem that do not apply within a specific context.  | Identifies only a single approach for solving the problem that does not apply within a specific context.   | Identifies multiple approaches for solving the problem, only some of which apply within a specific context.   | Identifies multiple approaches for solving the problem that apply within a specific context.   |
| <b>Propose Solutions/Hypotheses</b> | Proposes a salutation/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.  | Proposes one solution/hypothesis that is “off the shelf” rather than individually designed to address the specific contextual factors of the problem.  | Proposes one or more solutions/hypotheses that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem. | Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.   |
| <b>Evaluate Potential Solutions</b> | Evaluation of the solutions is superficial (for example, contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution and weighs impacts of solution. | Evaluation of solutions is brief (for example, explanation lacks depth) and includes the following: considers history of the problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution. | Evaluation of solutions is adequate (for example, contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of the solution.     | Evaluation of the solution is deep and elegant (for example, contains thorough insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of the solution. |
| <b>Implement Solution</b>           | Implements the solution in a manner that does not directly address the problem statement.   | Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors.  | Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.  | Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.   |
| <b>Evaluate Outcomes</b>            | Reviews results superficially in terms of the problem defined with no consideration of need for further work.   | Reviews results in terms of the problem defined with little, if any, consideration of need for further work.   | Reviews results relative to the problem defined with some consideration of need for further work.   | Reviews results relative to the problem defined with thorough, specific considerations of need for further work.   |
| <b>Bloom’s Taxonomy Levels</b>      | <b>Remember &amp; Understand</b>  | <b>Apply &amp; Analyze</b>   |   | <b>Evaluate &amp; Create</b>   |

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