

PROFESSIONALISM & SOCIAL CONSCIOUSNESS RUBRIC

Competency in professionalism and social consciousness is a student’s ability to demonstrate personal responsibility, interpersonal skills through appropriate conduct and teamwork, and civic and cultural engagement.

*Scores should be assigned for all applicable dimensions of professionalism outlined below.
If the parameters of the assignment used to measure this student learning outcome do not offer the opportunity to demonstrate a given performance criterion, a score of N/A should be recorded.*

	4	3	2	1
Personal Accountability Time Management Preparedness Commitment	Present, prepared, and engaged in scheduled activities; meets deadlines and takes responsibility for missed work; notifies instructor of justified lapses in a timely and courteous manner.	Present and prepared for scheduled activities; meets most deadlines and generally takes responsibility for missed work; notifies instructor of justifiable lapses in a timely manner.	Present for scheduled activities; misses several deadlines without consistently taking responsibility for missed work; sometimes notifies instructor of reasonable lapses, but not always in a timely manner.	Sometimes absent from scheduled activities without justification; struggles to meet deadlines and does not yet take responsibility for missed work, rarely notifying instructor of lapses.
Self-Efficacy Personal Growth Persistence Utilizing Support	Consistently displays a positive attitude toward learning that includes drive, initiative, determination, and a commitment to hard work; shows steady effort to improve and a desire to produce high quality work; treats setbacks as opportunities to learn; actively seeks instructor guidance and support resources.	Displays a positive attitude toward learning that includes drive, initiative, determination, and a commitment to hard work; shows desire to improve and to produce high quality work; does not give up when faced with setbacks; accepts but does not actively seek instructor guidance and suggestions for support resources.	Displays a developing positive attitude toward learning that includes drive, initiative, determination, and a commitment to hard work but needs continued growth; struggles to maintain effort and desire to improve and sometimes gives up when faced with setbacks; inattentive to instructor guidance and suggestions for support resources.	Displays an indifferent attitude toward learning and minimal drive, initiative, determination, and commitment to hard work; shows minimal desire to improve or to produce high quality work and often complains about issues rather than seeking solutions; resistant toward or reluctant to accept instructor guidance and rarely if ever uses suggested support resources.
Ethical Behavior Honesty Trustworthiness Integrity of Work	Demonstrates exemplary commitment to academic integrity and fully considers divergent ethical viewpoints; consistently applies the PCC Code of Conduct as a guide for decision making and adheres to the ethical standards of the campus community.	Demonstrates sufficient commitment to academic integrity and explores divergent ethical viewpoints; consistently applies the PCC Code of Conduct as a guide for decision making and adheres to the ethical standards of the campus community.	Demonstrates a growing commitment to academic integrity and attempts to consider divergent ethical viewpoints; generally applies the PCC Code of Conduct as a guide for decision making and adheres to the ethical standards of the campus community.	Student demonstrates a lack of commitment to academic integrity and has difficulty considering divergent ethical viewpoints; does not yet apply the PCC Code of Conduct as a guide for decision making and/or does not adhere to the ethical standards of the campus community.

	4	3	2	1
Interpersonal Skills Proper Conduct Respect Teamwork	Expertly represents self and/or the discipline appropriately according to professional expectations; demonstrates proficient use of appropriate terminology and language; interacts with others respectfully, attentively, and supportively; thoughtfully acknowledges other perspectives.	Consistently represents self and/or the discipline appropriately according to professional expectations; demonstrates competent use of appropriate terminology and language; interacts with others with sufficient respect, attentiveness, and support; acknowledges other perspectives.	Increasingly represents self and/or the discipline appropriately according to professional expectations; demonstrates developing use of appropriate terminology and language; attempts to interact with others with respectfully, attentively, and supportively but inconsistently acknowledges other perspectives.	Infrequently represents self and/or the discipline appropriately according to professional expectations; demonstrates unskilled use of appropriate terminology and language; willfully or inadvertently displays disrespectful, inattentive, or unsupportive interactions with others; often fails to acknowledge other perspectives.
Cultural Awareness Diversity Interconnectivity	Extends knowledge from one's own personal experiences and studies through relevant connections to diverse issues and contexts across cultures and/or time periods.	Analyzes knowledge from one's own personal experiences and studies to make relevant connections to multiple issues and contexts across cultures and/or time periods.	Connects relevant knowledge from one's own personal experiences and studies to different issues and contexts across cultures and/or time periods.	Identifies knowledge from one's own personal experience and studies but is not yet connecting it to different issues and contexts across cultures and/or time periods.
Civic Engagement Collaboration Activism	Demonstrates commitment to working collaboratively across and within community contexts and structures to achieve a civic aim.	Demonstrates commitment to actively working within community contexts and structures to achieve a civic aim.	Experiments with intentional ways to participate in community contexts and structures to achieve a civic aim.	Identifies civic contexts and structures but shows limited commitment to civic action.

This rubric was designed specifically for community college use and was adapted from Belmont University's Professional Behavior Rubric, the University of Colorado at Boulder's School of Education Professionalism Rubric, Lamar State College-Orange's Personal Responsibility Rubric, the University of Maryland Student Affairs Ethical Development Rubric, the Colorado Commission on Higher Education's GT Pathways Diversity & Global Learning Competency Rubric, and the AAC&U Civic Engagement VALUE Rubric.