

PROFESSIONALISM RUBRIC

Competency in professionalism is a student's ability to demonstrate accountability, personal growth, integrity, and interpersonal skills.

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 Exemplary	3 Accomplished	2 Developing	1 Beginning
Accountability Time Management Preparedness Commitment	Present, prepared, and engaged in scheduled activities; meets deadlines and takes responsibility for missed work; communicates with instructor in a timely, constructive, and courteous manner.	Present and prepared for scheduled activities; meets most deadlines and generally takes responsibility for missed work; communicates with instructor in a timely and constructive manner.	Present for scheduled activities; misses several deadlines without consistently taking responsibility for missed work; sometimes communicates with instructor, 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; communicates with instructor rarely or in an unconstructive manner.
Personal Growth Self-Efficacy Resilience Utilizing Support	Consistently displays a positive attitude toward learning that includes ambition, initiative, and determination; 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.	Generally displays a positive attitude toward learning that includes ambition, initiative, and determination; shows desire to improve and to produce high quality work; does not give up when faced with setbacks; accepts only occasionally seeks instructor guidance and suggestions for support resources.	Displays a somewhat positive attitude toward learning that includes some elements of ambition, initiative, and determination but needs continued growth; struggles to maintain effort and desire to improve and sometimes gives up when faced with setbacks; relies on active coaching from instructor but does not actively seek out guidance or suggestions for support resources.	Displays an indifferent attitude toward learning and minimal ambition, initiative, and determination; 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.
Integrity Quality of Work Ethical Standards Code of Conduct	Consistently applies the PCC Code of Conduct as a guide for decision-making and adheres to the ethical standards of the campus community. Committed to producing their own work to the best of their ability and in accordance with accepted discipline and/or industry standards goes above and beyond the Code of Conduct.	Generally applies the PCC Code of Conduct as a guide for decision-making and adheres to the ethical standards of the campus community. Generally committed to producing their own work to the best of their ability and in accordance with accepted discipline and/or industry standards.	Somewhat applies the PCC Code of Conduct as a guide for decision-making and adheres to the ethical standards of the campus community. Partially committed to producing their own work to the best of their ability and in accordance with accepted discipline and/or industry standards.	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. Minimally committed to producing their own work to the best of their ability and in accordance with accepted discipline and/or industry standards.
Professional Behavior Proper Conduct Discipline-Specific Expectations	Expertly represents self and/or the discipline appropriately according to professional expectations; demonstrates proficient use of appropriate terminology and language.	Consistently represents self and/or the discipline appropriately according to professional expectations; demonstrates competent use of appropriate terminology and language.	Sometimes represents self and/or the discipline appropriately according to professional expectations; demonstrates some use of appropriate terminology and language.	Infrequently represents self and/or the discipline appropriately according to professional expectations; demonstrates incorrect or inappropriate use of terminology and language.