USD Co-Curricular Learning Outcomes - Combined Rubrics

	Dimension	Explore	Practice	Live
Authentic Engagement	**Advocacy** *assertively communicate or negotiate one's interests, desires, needs, and rights*	Recognizes situations when self-advocacy may be helpful. Discovers venues and community resources on campus where self-advocacy can be applied.	Applies communication skills in venues where self-advocacy can be utilized. Explores opportunities for advocacy for others.	Seeks solidarity with the community.Advocates for oneself and others through deep engagement and action in local and/or global communities.
	Meaningful dialogue *the practice of inquiry that acknowledges mutuality*	Gains awareness of active listening skills. Becomes aware of differing perspectives.	Acknowledges mutuality by considering differing perspectives. Utilizes active listening skills. Seeks opportunities to engage in meaningful dialogue.	Consistently integrates meaningful dialogue into one's communication practice. Proactively creates opportunities for dialogue between individuals and groups.
	Positive social change *process of collaborating with members of a community to identify, address, and solve issues in a manner that promotes social justice*	Becomes aware of and explores possible interest in positive social change and related organizations. Considers the possible impact of one's engagement in positive social change. Distinguishes between social change and positive social change.	Identifies passion related to social issues. Participates in or leads community activities or organizations related to positive social change with purposeful and meaningful engagement. Utilizes an asset-based lens to address social issues. Evaluates one's actions and inactions related to positive social change.	Engages with community partners in a way that honors the positive social change the community desires. Approaches positive social change efforts from the perspective of *doing with* rather than *doing for* . Initiates and leads social change efforts. Aligns one's passions and personal values with post-graduate plans.
Courageous Living	**Tolerance for uncertainty** *the growth trajectory of embracing the ambiguity in one's life and recognizing the value of the unknown*	Recognizes that aspects of life (i.e. identity and impact) are uncertain and evolving. Limited ability to access one's feelings and opinions, express vulnerability and/or articulate what one does not know.	Articulates vulnerability related to not knowing and shares it with others appropriately. Emerging awareness that often there is no one correct answer.	Plans and acts with purpose and intention in the midst of the unknown. Increased ability to articulate one's tolerance for uncertainty.
	Willingness to risk *development from an understanding that addressing challenge requires personal risk to internalizing the practice of risking as appropriate*	Recognizes that addressing challenges and stressors requires personal risk and understands that risk is related to individual and cultural context.	Develops the courage to expend personal risk in addressing challenges and stressors and asks "What is my healthy risk?" Distinguishes between risk and consequence and considers whether the potential benefit of the risk will outweigh the potential consequence.	Internalizes a willingness to risk while discerning appropriate levels of risk. Evaluates behavioral choices and outcomes from a holistic perspective that includes the student's individual and cultural context.
	Resilience *spans the development from identifying one's natural tendencies for coping with challenge and stress to practicing self-renewal to bolster resilience capacity*	Experiences and recognizes both failures and successes, and understands that failure is a natural part of the human experience.	Utilizes recognition of failures and successes to articulate and make meaning of failures, setbacks, and successes.	Applies skills learned to face challenges and makes sense of successes. Develops sustained capacity for resilience by practicing self-renewal.
Purpose	**Values and beliefs** *the exploration of one's beliefs, value systems, and deep convictions that leads to self-authorship*	Reflects on and wrestles with the questions: Who am I? What do I value? What do I stand for? What do I believe? Distinguishes between one's values, owned faith, espoused values, and inherited faith. Explores the role of faith/spirituality in one's life; Identifies a mentor, guide, coach.	Reflects on one's values and beliefs. Makes decisions that flow from the reflection on one's values and beliefs. Experiences/engages in religious/faith community/spiritual practices. Meets with a mentor or guide.	Practices continual reflection on the questions: Who am I? What do I value? What do I believe? Demonstrates congruence among one's values and beliefs (becomes one's most authentic self). Strives to achieve self-authorship. Participates in a religious/ faith community/ spiritual practices.
	Vocation *the process of discovering the intersection between one's gifts and the world's greatest needs*	Reflects on and wrestles with the questions: What are the greatest needs of the world? How can I contribute to the common good? Discovers gifts, talents, passions, and interests. Broadens one's understanding of vocation to include meaningful work, state of life, and benevolent purpose. Learns about the practice of discernment and decision-making. Identifies a mentor, guide, coach.	Practices discernment and decision-making related to one's vocation. Engages in experiences that help one discern such as internships, externships, community engagement, study abroad, immersion experiences, etc. Meets with a mentor or guide	Practices ongoing reflection on the questions of Who am I? What are the world's greatest needs? Who am I called to become? Continually discerns the authentic calls in one's life and other state of life choices. Finds value, purpose, authenticity in the work one does and/or the life one lives.
...unities	**Cultural self-awareness** *An internal examination of one's social and personal identities, acknowledging the identities of others and the implications of various identities within cultures*	Demonstrates a willingness to learn about the makeup of one's individual identities. Acknowledge one's own unexamined cultural biases, attitudes, norms, values, and behaviors in relation to others. Recognizes one's own constellation of identities and their meanings. Identifies the presence of both social and personal identities.	Recognizes the meanings and interprets the intersections among one's own constellation of identities. Acknowledges multiple identities are not equally salient in all circumstances. For example, in different settings, specific groups experience privilege and others do not. Identifies one's own reactions (comfortable or uncomfortable) to others' differences. Evaluates new perspectives on one's own cultural biases, attitudes, norms, values, and behaviors. Takes ownership of one's own reactions. Grapples with the complexities new perspectives offer.	Feels comfortable with complexities that new perspectives offer. Invites others to explore their multiple identities. Engage as an agent of positive social change by acknowledging, activating, and self-interrogating the complexities of one's identities, experiences, privileges, and deficits.

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Identities and Comm	**Engagement with our diverse communities** *A willingness to interact locally and globally with individuals who experience life differently as a result of their identities*	Demonstrates a willingness to explore one's self in relation to others. Recognizes the existence of multiple perspectives and ways of experiencing life. Acknowledges that people hold different identities than one's own.	Engages and develops relationships in various communities with people who hold different identities than one's own. Engages with difference and dissonance. Seeks clarification of others' experiences and one's own personal experiences. Begins to analyze diverse perspectives. Seeks opportunities to continue to engage with community members with different identities and perspectives recognizing the importance of this practice for personal growth.	Values the challenges and growth that come from engaging with others with different identities and perspectives both locally and globally. Participates thoughtfully and respectfully in sustained relationships with members of other communities. Role models the importance of building relationships with others from different identities and with different perspectives. Serves as an ally to and/or joins in other communities.
	Social empathy *The ability to more deeply understand people by perceiving or experiencing their life situations and as a result gain insight into structural inequalities and disparities*	Recognizes the experience of others as different from one's own to understand structural inequalities. Recognizes the difference between sympathy and empathy.	Values empathy and begins to take up a practice that builds capacity to understand complex social conditions. Engages in opportunities to expand one's capacity for empathy by practicing presence, openness, and vulnerability toward social empathy.	Enacts a consistent practice of empathy on a trajectory towards solidarity. Encourages others to pursue opportunities to move from empathy to social empathy. Owns a sense of responsibility for positive social action to reduce disparities among communities.
Well-Being	**Self-care** *any intentional action one takes to care for one's personal dimensions of well-being*	Recognizes the elements of well-being and how self-care supports optimal health. Imitates positive self-care behaviors.	Recognizes personal responsibility for self-care, notices when change or help is needed, begins to identify support systems, and initiates a plan for improved self-care.	Applies a plan for personal self-care. Evaluates and adjusts self-care behaviors to obtain and maintain optimal health. Initiates help-seeking support when needed. Recognizes the impact self-care has on self and others. Models self-care.
	Healthy relationships *built on trust, respect, open communication, and the ability to work through disagreements*	Differentiates between healthy and unhealthy relationships. Identifies some healthy and unhealthy relationships in one's own life.	Evaluates values and boundaries in one's own relationships. Determines strategies for investing in healthy relationships and navigating change in unhealthy relationships.	Implements strategies to build, maintain, and enhance healthy relationships and make change in unhealthy relationships. Demonstrates ability to help others develop the skills for healthy relationships.
	Healthy decision-making *process of selecting from two or more possible options in order to solve an existing problem, set a goal, or determine how to engage in a situation*	Recognizes the influence of many factors on one's decision-making such as personal values, peer pressure, cultural beliefs, and self-esteem yet lacks awareness of one's ability to make personal decisions. Incorporates the above factors into their decision-making.	Accepts ownership for one's actions and considers the potential impact of one's decisions. Makes empowering choices. Creates a plan for healthy behavior change that allows for alignment with one's sense of self.	Regularly employs healthy decision-making strategies. Engages in on-going reflection related to one's decision making and makes adjustments that best align with one's evolving sense of self. Demonstrates ability to help others develop the skills for healthy decision-making.
	Social interaction *opportunity to practice the skills necessary for building community and creating a social network*	Explores opportunities of genuine interest. Views experiences as isolated and not part of a potential pattern of leisure and campus engagement. Attributes motivation to participate in social experiences to others' influence rather than one's own genuine interest.	Experiments with new experiences for the purposes of identifying personal interests and opportunities for growth. Reflects on social interactions to identify networks and leisure communities that promote self-care and healthy relationships. Articulates experiences that create a consistent interest and seeks out opportunities to insert self into these networks and communities.	Engages in social experiences intentionally as part of a commitment to holistic care of self and personal development. Recognizes the importance of social interaction as a way to support oneself and positively contribute to building community. Engages in the creation of opportunities for others to participate through teaching, advising, and modeling for others.