University of San Diego Co-Curricular Outcomes

Introduction

The University of San Diego (USD) values the holistic development of students; nurturing the mind, body, and spirit activates our Catholic identity and mission. We draw on our foundation as a Catholic, liberal arts institution to articulate the learning that students engage with in all aspects of their experience at USD. A broad base of literature supports this concept and emphasizes that how and in what types of activities students engage influences student learning and development, and makes a difference in student persistence and success. (Manning, Kinzie, Schuh, 2013, p.18).

Based on their study of institutions achieving higher than expected levels of student engagement and success, Kuh, Kinzie, Schuh, and Whitt find that

> student engagement has two key components that contribute to student success. The first is the amount of time and effort students put into their studies and other activities that lead to the experiences and outcomes that constitute student success. The second is the ways the institution allocates resources and organizes learning opportunities and services to induce students to participate in and benefit from such activities. (2010, p. 9)

They go on to identify the practices that characterize the successful institutions they studied including (1) an unshakeable focus on student learning, (2) an improvement-oriented ethos, and (3) a shared responsibility for educational quality and student success between academic and student affairs. These practices were the three that remained significant in their follow-up study five years later. A final, new finding from the follow-up study indicates that "the nature and mission of student affairs on these campuses were tailored to meet the student's needs, fit with the culture and mission of the campus, and focused on student learning" (Manning, Kinzie, Schuh, 2013, p. 26-29).

The Association of American Colleges and Universities (AAC&U) defines liberal education as "a comprehensive set of aims and outcomes that are essential both for a globally engaged democracy and for a dynamic, innovation-fueled economy" and they articulate a set of outcomes they identify as essential to "enable the full development of human talent" (2007, p. 11). These *Essential Learning Outcomes* (AAC&U, 2007) include both intellectual and dispositional learning that occur throughout students' educational experience, including beyond the classroom. AAC&U has commissioned research on the priorities employers place on the kinds of learning they expect from today's college graduates to facilitate their success not only at the entry level but also to advance in their organization. Among other important results, Hart Research Associates found that employers' priorities aligned with AAC&U's essential learning outcomes, and specifically relevant to dispositional learning, "nine out of ten of those surveyed say it is important that those they hire demonstrate ethical judgment and integrity; intercultural skills; and the capacity of continued new learning" (2013, p. 1).

Drawing on this research and the 2014 Student Affairs strategic planning process, the Strategic Oversight Committee on Student Success charged a group of faculty, staff, and students from divisions across the institution to (1) articulate learning outcomes that complement the Undergraduate Learning Goals and Outcomes (University of San Diego, 2011) and integrate the entire student experience; (2) coordinate existing and/or design new, intentional, seamless opportunities for students to achieve those outcomes; (3) incentivize student engagement in the outcomes; and (4) assess the outcomes.

This document completes the first component of the charge and summarizes the five co-curricular learning outcomes developed by teams of faculty, staff, and students. Modeled after the AAC&U Valid Assessment of Learning in Undergraduate Education (VALUE) Rubrics (Rhodes, 2010), each outcome includes framing

language, an outcome definition, a rubric, and key term definitions. These documents will be used to achieve the remainder of the charge stated above. Each document was drafted with wide input and then reviewed by faculty and staff involved in the process. These documents can be utilized independently, however, some of the concepts are connected and may refer to one another to acknowledge these relationships.

The rubrics attempt to capture differing developmental levels within each dimension, however they do so in a linear fashion. We acknowledge that learning and development is not always linear in that students may begin in different places, develop, and revisit at different paces and orders. A student may begin at the "explore" level and move to the "live" level in one dimension or then move back to "practice" as they learn. Some students may move to the "live" level however, these levels are more aspirational. We intend to keep the highest level within reach for students and expect they will continue to learn and develop as they advance toward graduation and become alumni.

This careful articulation of the learning students engage with through their co-curricular experience facilitates a more intentional, integrated approach to the learning experiences we offer students. We have mapped our co-curricular offerings to the rubric dimensions to help us be more intentional about these offerings. Individual student learning experiences are assessed based on program-level outcomes and we conduct summative assessments of the co-curricular outcomes by aggregating these program-level assessments and assessing student reflections from samples of students each year.

Rubric Level Descriptions

Each learning outcome rubric uses the following levels to differentiate the learning at different developmental levels for the related dimensions.

Explore   the knowledge we want students to have related to self-awareness within the dimension

Practice   the application of the knowledge we want students to have within the dimension as it relates to interaction with others

Live   the integration of knowledge and skills within the dimension in more than one context, can include the development of knowledge and skills of others

USD CO-CURRICULAR OUTCOME: AUTHENTIC ENGAGEMENT

FRAMING LANGUAGE

Authentic engagement is central to the mission of higher education and especially the University of San Diego. According to Thomas Ehrlich, one of the main purposes of higher education is to "connect the intellectual or academic content of learning to the development of moral and civic goals" (2000, p. xxv). Authentic engagement is rooted in the assumptions that "[e]ducation is not complete until students not only have acquired knowledge, but can act on that knowledge in the world" and that a "morally and civically responsible individual recognizes himself or herself as a member of a larger social fabric and therefore considers social problems to be at least partly his or her own" (Ehrlich, 2000, p. xxix and xxvi). As such, the overarching goal of the Authentic Engagement learning outcome is to develop individuals who will be "empowered as agents of positive social change" (Coalition for Civic Engagement and Leadership, 2005). These ideas align with our liberal arts and Catholic traditions and our mission of preparing leaders dedicated to ethical conduct and compassionate service: "The university provides a values-based education that informs the development of ethical judgment and behavior… and seeks to develop ethical and responsible leaders committed to the common good who are empowered to engage a diverse and changing world" (University of San Diego, 2004).

As an Ashoka Changemaker Campus[1], USD is committed to providing opportunities for students, faculty, and staff to address social justice issues in ways that will have a positive social impact and a transformational effect on the well being of individuals and social fabric of the community. As engaged citizens we strive to solve social problems using innovative, entrepreneurial, sustainable, scalable, and measurable approaches.

The seven themes of Catholic Social Teaching call members of the USD community to action. Elements of the themes that resonate with authentic engagement include: (1) the dignity of the human person is the foundation of a moral vision for society, (2) every person has a fundamental right to life and a right to those things required for human decency, (3) the corresponding duties and responsibilities to one another, to our families, and to the larger society, and (4) as one human family, in solidarity, we are called to seek peace, demonstrate stewardship over God's creation, put the needs of the poor and vulnerable before our own, and respect the basic rights and dignity of workers (United States Conference of Catholic Bishops, 2005).

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[1] Changemaker Campus is a community of leaders and institutions who work collectively to make social innovation and changemaking the new norm in higher education and beyond. The Changemaker Campus program selects diverse institutions who represent higher education globally, model campus-wide excellence in social innovation, and are committed to transforming the field of higher education through collaboration. These institutions collaborate with each other and Ashoka to transform higher education and leverage their individual and collective power to advance changemaking in all sectors. Currently only 37 colleges and universities from around the world are recognized as Changemaker Campuses.

RUBRIC: AUTHENTIC ENGAGEMENT

DEFINITION

Authentic engagement is the ability to demonstrate the values, knowledge, and skills to communicate honestly and deeply with others. It means advocating for oneself and working in solidarity with others for the purpose of promoting positive social change.

Dimension	Explore	Practice	Live
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 and listening 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 *the 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 one's 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.

KEY TERMS
The below definitions are intended to clarify terms used in the related rubric.
- **Active Listening** – removing distractions and focusing on the essence of the exchange, conversation, or interaction; the ability to engage deeply and remain open and willing to fully participate.
- **Advocacy** – supporting or defending a concept or cause for self (see self advocacy) or others.
- **Community** – organizations, movements, campaigns, a place or locus where people and/or living creatures inhabit, which may be defined by a locality (school, national park, non-profit organization, town, state, nation) or defined by shared identity (i.e., African Americans, North Carolinians, Americans, the Republican or Democratic Party, refugees, etc.).
- **Meaningful dialogue** – the practice of inquiry that acknowledges mutuality, conveys meaning and purpose, allows for the exchange of ideas and employs active listening.
- **Positive Social Change** – the process of collaborating with members of a community to identify, address, and solve issues in a manner that promotes social justice.
- **Self-advocacy** – the ability to assertively communicate or negotiate one's interests, desires, needs, and rights.
- **Self-awareness** – the ability to recognize one's values, identities, and behaviors and acknowledge one's individuality, separate from the environment and other individuals.
- **Social Change** – Social change refers to an alteration in the social order of a society driven by various forces including cultural, religious, political, or scientific made at the community, local, regional, or global level. Social change may include changes in nature, social institutions, social behaviors, or social relations.
- **Solidarity** – unity or agreement of feeling or action, especially among individuals with a common interest; mutual support within a group.
- **Voice** – communicating one's specific opinions, motivations, and intentions in an effort to advocate for self or others.

USD CO-CURRICULAR OUTCOME: COURAGEOUS LIVING

FRAMING LANGUAGE

Goodman, Schlossberg, and Anderson (2006) define a transition as "any event, or nonevent, that results in changed relationships, routines, assumptions, and roles" (p .33). They add that the event must have meaning for the individual for that event to be considered a transition. For college students, transition experiences are in no short supply. A wide variety of complex and changing relationships are developed, identity and status shifts can be experienced, and many other potential psychological stressors may be present. During any of these moments, students have the opportunity to practice self-authorship and resilience, and can choose a meaning framework within which to structure their own narrative of the experience. Students' ability and willingness to frame challenging events or transitions in college as learning opportunities, rather than as explicitly harmful or traumatic is an important aspect of resilience and living courageously.

The American Psychological Association (2014) defines resilience as ''the process of adapting well in the face of adversity, trauma, tragedy, threats or even significant sources of stress. Southwick, Bonanno, Masten, Panter-Brick, & Yehuda take this definition a step further, adding that one's resilience is variable across time and context (2014, p.18). The key element that Courageous Living attempts to address and develop within students is the ability to adapt well. A variety of research, including longitudinal studies, suggest that college students today tend to struggle more so with this ability than past generations.

Due to its dynamic quality it is important that as an institution we strive to imbue students with the knowledge, skill, and ability to cultivate and maintain their own internal capacity for resilient and courageous engagement.

RUBRIC: COURAGEOUS LIVING

DEFINITION
Courageous Living is a willingness to take risks to develop one's authentic self. It is exploring multiple perspectives and standing up for one's beliefs and values. Living courageously is a practice that one chooses on a daily basis. It means embracing challenges with the outlook that every experience is an opportunity for growth. Courageous living is discovering the inner strength to actualize one's dreams.

Dimension	Explore	Practice	Live
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 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.

KEY TERMS

The below definitions are intended to clarify terms used in the related rubric.

- **Competence -** combination of skill, attitude, knowledge, behavior, confidence, and experience that one uses to deal effectively with the demands placed on one by the surrounding environment.
- **Consequence -** a natural result that flows from something else; something that happens as a result of a particular action or set of conditions.
- **Courage -** the ability to do something that is frightening.
- **Perceived Competence** - is the individual's subjective assessment of their ability to be successful.
- **Perceived Risk -** the individual's subjective assessment of the risk present.
- **Risk -** the potential of gaining or losing something of value.
- **Uncertainty -** a lack of knowledge about factors that may affect the outcome of an action.

USD CO-CURRICULAR OUTCOME: IDENTITIES AND COMMUNITIES

FRAMING LANGUAGE

The Identities and Communities outcome draws on theoretical perspectives that conceptualize identity as fluid and ever evolving in a person's life (Holstein & Gubrium, 2000). It captures the process of recognizing the multiple dimensions of identity, particularly the difference between personal identity (the way one views oneself) and social identities (the identities or labels that are ascribed to us by others and guide the way that others behave toward us). This is an important distinction for fostering students' ability to bridge cultural and social differences as they build relationships with people who may have different lived experiences and perspectives.

Theorists (Evans, Forney, Guido, Patton, and Renn; 2009) have studied the many ways students develop cognitively, morally, ethically, interpersonally, and spiritually during the college years. The Identities and Communities outcome articulates how students gain a greater understanding of themselves and their connections to the world around them, how students recognize that individuals hold multiple identities and understand these identities are not all equally salient in every set of circumstances, and how students explore their unexamined biases and attitudes, helping them move toward social empathy.

Social empathy, the ability to understand people by perceiving or experiencing their life situations, allows individuals to gain insights into structural inequalities and disparities. We recognize and value that empathy has the power to transform our own lives and bring about societal change (Krznaric, 2014). Increased understanding of social and economic inequalities can lead to actions that affect positive change, social and economic justice, and general well-being (Segal, 2006 & 2007).

RUBRIC: IDENTITIES AND COMMUNITIES

DEFINITION

The Identities and Communities outcome focuses on the exploration of self in relation to others from similar and differing backgrounds. In this process, students engage with difference, find a community(ies) where they feel like they belong and matter, and develop social empathy as they work alongside community partners as co-learners and co-generators of knowledge.

Dimension	Explore	Practice	Live
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. Acknowledges 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. Engages as an agent of positive social change by acknowledging, activating, and self-interrogating the complexities of one's identities, experiences, privileges, and deficits.

Dimension	Explore	Practice	Live
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.

KEY TERMS

The below definitions are intended to clarify terms used in the related rubric.

- **Active Citizen -** Refers to a philosophy espoused by organizations and educational institutions, which advocates that members of companies or nation-states have certain roles and responsibilities to society and the environment, although those members may not have specific governing roles.
- **Communities** - Group affiliations that may be based upon geography, identities, interests, etc. They provide a way for people to express and find common interest, mutual support, and belonging.
- **Dissonance -** Lack of agreement; especially inconsistency between the beliefs one holds or between one's actions and one's beliefs.
- **Empathy** - The ability to feel with a person and display compassion at a deeper level of understanding by stepping into the other person's experience. This construct should be contrasted with sympathy. To express sympathy is to make it known that you are aware of another's distress and that you have compassion for them; you feel sorry for them, but do not know exactly what they feel.
- **Intersectionality** - The interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of privilege or disadvantage.
- **Privilege -** "Privilege exists when one group has something of value that is denied to others simply because of the groups they belong to, rather than because of anything they've done or failed to do. Access to privilege doesn't determine one's outcomes, but it is definitely an asset that makes it more likely that whatever talent, ability, and aspirations a person with privilege has will result in something positive for them." (McIntosh, P., d.n.a.)
- **Social Change -** Social change refers to an alteration in the social order of a society driven by various forces including cultural, religious, political, or scientific made at the community, local, regional, or global level. Social change may include changes in nature, social institutions, social behaviors, or social relations.

USD CO-CURRICULAR OUTCOME: PURPOSE

FRAMING LANGUAGE

As an Ashoka Changemaker campus, USD has a unique focus on facilitating students' sense of purpose and commitment to social change in their careers and future life choices. The need for attention to this learning outcome is unequivocal in the student development literature. For example, Astin, Astin, and Lindholm (2011) argue that "while higher education continues to put a lot of emphasis on test scores, grades, credits, and degrees, it has increasingly come to neglect its students' inner development – the sphere of values and beliefs, emotional maturity, moral development, spirituality, and of self-understanding" (p. 2). Similarly, Chickering, Dalton and Stamm (2006) suggest that since the literary and philosophical traditions that constitute the core of a liberal arts education are grounded in the maxim "know thyself," higher education's relative lack of attention to students' interior development is deeply problematic (p.). It is this sphere, this domain of inner development, which the learning outcome Purpose seeks to illuminate.

The work of Kegan (1982), suggests that by the time most students reach the university they have likely "sufficiently internalized the cognitive structures, aesthetics, customs, mores, and expectations" of their culture "such that their thoughts and actions naturally reflect the internalized epistemological and moral systems" needed to make meaning of the world (p.). The challenge before these students is then what he calls "the Self-Authoring Mind" in which the individual can "internalize divergent points of view and author her or his own independent one." (1982, p.). King and Baxter Magolda argue that "the achievement of self-authorship" should be considered "a central purpose of higher education." (1996, p. 163-173).

According to Erik Erikson, identity refers to a "persistent sameness within oneself ('self-sameness') and a persistent sharing of some kind of essential character with others" (1980, p. 109). As this understanding of identity connects self-knowledge with the ability to interact with others based on that knowledge, it will serve as a foundation for this learning outcome.

RUBRIC: PURPOSE

DEFINITION
Benevolent purpose encourages students to reflect on values and beliefs and address the questions of vocation: What do I believe? Who am I called to become? The second question depends on insight gained from the first; in other words, the impact one most desires to make ought to flow from one's self- awareness; including one's values and beliefs, gifts and talents, spirituality and faith tradition.

Dimension	Explore	Practice	Live
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, and authenticity in the work one does and/or the life one lives.

KEY TERMS

The below definitions are intended to clarify terms used in the related rubric.

- **Benevolent purpose:** any purpose that advances the common good and works towards a just, equitable society. Benevolence is the "will to goodness" and thus passion for one's purpose alone does not necessarily make it a benevolent one. Cultivating passion for some benevolent purpose is central to an authentic vocational journey, and the degree of its utility and benevolence is determined largely by the community, rather than solely by the individual.
- **Discernment**: the art of deep listening and authentic decision making, grounded in one's deepest beliefs, guided by one's most closely held values, and shaped by trusted mentors, communities, and causes which are most dear to the individual.
- **Espoused values:** an individual's (or an organization's) stated values and rules of behavior; espoused values are how individuals represent themselves both to themselves and to others. They may or may not vary from the values that actually guide their actions and decision-making.
- **Inherited faith:** the faith or worldview that one was raised in.
- **Meaningful work:** work, paid or unpaid, that springs from an individual's personal passions and unique giftedness. For work to have deep and lasting meaning it must be in harmony with the individual's values and must be consistent with their worldview, or faith perspective. Finally, meaningful work is most often connected to, or at least in concert with, prior commitments made to cherished communities and causes.
- **Owned faith:** the faith that one embraces after having critically appraised one's inherited faith, and after significant exposure to alternative worldviews.
- **Self-authorship:** the "capacity to internally define a coherent belief system and identity that coordinates mutual relations with others" (Baxter Magolda & King, 2004, p. 8).
- **Spirituality:** the "living out what one most values, in harmony with what one believes about their purpose in life." It encompasses a faith commitment or religious identity greater than oneself. It also includes how well one lives in congruence with that commitment and identity.
- **State of life**: the lifestyle that will best support one to live out one's vocation. It may include committed single life, religious life, celibate life, married life, and/or family life.
- **Values:** commitments understood to be distinct from those related to an explicit faith commitment or religious identity. Examples might include excellence, integrity, kindness, other centeredness, self-care, etc.
- **Vocation:** the intersect where one's deep gladness meets the world's deep needs (Buechner, 1973, p. 118-119). While the Catholic tradition has always embraced the richly mysterious process of self-discovery and self-authorship, authentic vocational discernment is always done in the context of community and in dialogue with the pressing needs of the world, particularly attentive to the cry of the poor. It must essentially include listening, making-meaning, and serving others. Although it may refer to religious life, vocation is more universal and includes meaningful work and state of life.

USD CO-CURRICULAR OUTCOME: WELL-BEING

FRAMING LANGUAGE

Well-being is comprised of a variety of dimensions including physical, emotional, social, intellectual, financial, occupational, environmental, and spiritual wellness. These dimensions can have overlap, and one dimension will often impact other dimensions. As individuals and communities seek to achieve optimal well-being we will be faced with various choices that require individuals to consider personal values, priorities, available options, and the impact of our decisions.

RUBRIC: WELL-BEING

DEFINITION

The development of optimal body, mind, and spirit through awareness of the well-being dimensions, skill building, and a personal commitment to lifelong practices that support overall wellness.

Dimension	Explore	Practice	Live
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 one's 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.

Dimension	Explore	Practice	Live
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.

KEY TERMS

The below definitions are intended to clarify terms used in the related rubric.

- **Healthy decision-making -** The 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. Healthy decision-making allows students to feel empowered, realize their goals, and change unhealthy behaviors. Making intentional decisions plays a role in mitigating unhealthy risk-taking behavior. The college years are a formative time for the development of healthy decision-making habits.
- **Healthy relationships -** Healthy relationships are built on trust, respect, open communication, and the ability to work through disagreements. They honor individual differences and personal boundaries and empower students to make personal decisions. They are growth promoting. Students provide support for one another without sacrificing themselves or compromising values.
- **Self-care -** any intentional action one takes to care for one's personal dimensions of well-being.
- **Social interaction -** Defined as the opportunity to practice the skills necessary for building community and creating a social network. Participation serves to renew one's energy through positive peer influence and support while providing healthy channels for self-regulation. Social interaction may allow for creative exploration, problem solving, fun, competition, and humor. Social interaction is characterized as being accessible, equitable, participatory, and creating a sense of connection where individuals can engage in conversations while exercising personal discretion for how involved they want to become.

References

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