

STLR Rubric and Badge Level Descriptions



	<i>Transformation</i>		<i>Integration</i>		<i>Exposure</i>		<i>NOT Assessed</i>	
Global & Cultural Competencies	Global: The student sees her- or himself as a global citizen, positioned in a specific country but part of a greater whole. The student is knowledgeable about global issues and welcomes interactions that challenge her/him to self-reflection about her/his place in the global future.	Cultural: The student demonstrates well-developed traits that support her/his sense of multiculturalism, e.g., awareness of her/his cultural self, flexibility, adaptability, inclusivity, creativity, and self-reliance as s/he willingly engages with cultures different than her/his own.	Global: The student has a developing sense of her- or himself as a global citizen. The student has experimented some with getting outside of her/his country, through travel or study, and has had some insights about how knowledge about people across the globe helps her/him to better comprehend what goes on in the world. The student can sometimes articulate his positionality within the world community.	Cultural: The student is beginning to understand her/his cultural self and engage with others in understanding cultures different than her/his own. Although still sometimes hesitant, the student has begun to appreciate how her/his cultural background informs the way s/he sees the social environment and other people. The student has begun to understand that other people experience their lives from a vantage point of their culture.	Global: The student has never been out of her/his home country and has not perceived her- or himself as being a part of an entity larger than her/his community, state/province, and country. The student is just beginning to engage the idea of her- or himself as a global citizen and is open to learning about other countries and cultures.	Cultural: The student has little sense of her/his cultural self but is not resistant to understanding her- or himself in that way. The student has had limited experience with people who have cultures different than her/his own and is open to learning about her- or himself and others through a cultural lens.	Global: The student is strongly ethnocentric and sees no value in looking outside of his home country.	Cultural: The student has no sense of her/his cultural self and no awareness that there are people who have cultures different than hers/his.
Health & Wellness	The student consistently engages in the behaviors and actions essential to create balance in her/his physical, spiritual, emotional, intellectual, and social/ interpersonal life. The student personifies a worldview centered on this balance and can articulate its meaning to others. The student demonstrates commitment to care of self and others as it relates to health and wellness. The student exhibits behaviors that demonstrate a clear sense of her/his personal role in fostering and sustaining a healthy human community and natural environment.		The student begins to grasp concepts and reflect a sense of understanding of the factors involved in personal growth and overall health and well-being. The student expresses an increased ability to bridge the connection between matters of life balance, wellness, and maintaining a healthy lifestyle and how these factors affect her- or himself and community.		The student has limited experience in health and wellness activities and study and infrequently uses opportunities for improvement. The student has begun to develop an awareness of issues concerning health and wellness.		The student is not engaged in health and wellness activity or study and shows no interest in these areas.	

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Leadership	The student can identify the leadership styles and philosophies of peers and effectively use this knowledge to create teams and workgroups. The student is cognizant of community needs and aligns her/his efforts to serve and meet those needs.		The student articulates a personal philosophy of leadership. The student acknowledges that individuals may display leadership differently and recognizes that leadership is not a position or title but centers on the ability to influence the community (world).		The student may have never considered her- or himself as a leader but is open to the potential and understands that each person has the ability to serve as a leader. The student may have begun to develop an awareness of her or his own personal values and how they differ from those of others. The student interacts with others who are considered leaders and may adopt the mindset of serving as a leader with a position or title in limited experiences or activities.		The student believes that s/he does not have the potential to serve as a leader and seems unwilling to explore the opportunities presented.	
RCSA	Research: The student has gone beyond mere ability to properly define the problem and identify correct methods of investigation: uses proper methodology and tools as the matter-of-course starting point but then critically applies a meta-view of similar research to compare and contrast potential research designs, selecting the best match to discover, specifically, the answer s/he is seeking in the research (use of new research slants, tools, or processes, including qualitative and mixed-methods).	Creative endeavors: The student displays a unique artistic vision, something more than mere competent execution (although competent execution is required). The artistry is made tangible in the work of art. The artistic statement made in the work can be explicated by the artist in a cogent description of the piece, its theme(s), and the intent in creating the piece.	Research: The student begins to contextualize the research project within a disciplinary context and widens the search for relevant information. The student asks more questions to frame both the problem & the hypothesis and considers a broad array of potential intervening variables. For qualitative research, the student can employ a rudimentary coding scheme to categorize responses. The student works independently of instructor on at least some aspects of the research and takes care to ensure data integrity.	Creative endeavors: The student demonstrates competency of execution, ensuring an enjoyable experience for the audience, while not necessarily accomplishing the goals or vision s/he had in mind. The explanation of vision lacks clarity and, most importantly, a crystallized, easily understood description of what was intended with the work of art. The student is still “finding her/his voice” and how to express it uniquely.	Research: The student is only at the beginning engagement level with good research. Planning the research is not thorough and the research design may be mismatched to the problem. The student does not thoroughly test the hypothesis and does not seek corroboration of findings or validation of research design and process. The student does not look for potential intervening variables and may jump to conclusions. For qualitative research, the student understands how qualitative research differs from quantitative but cannot design or implement a qualitative research project. The student requires extensive guidance at every, or almost every, stage of the project.	Creative endeavors: The artistic vision is unfulfilled and/or the creative work lacks cohesion and/or the creative process is incompletely executed, lacking depth.	Research: The student has never done a research project that required the formulation of a hypothesis and the process of supporting or disproving that hypothesis.	Creative endeavors: The student is a beginner at the college level and does not comprehend the basic elements of the creative process. The student is unable to combine technical skills with tools of composition/cr eativity in order to fulfill an artistic vision.

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Service Learning & Civic Engagement	SL: The student is actively engaged in socially responsible behavior and civic dialogue beyond course material. The student develops and articulates informed perspective based on both theory/ knowledge (class content) and service experience. The student's ability to think critically about societal issues is evident and demonstrated through personal reflection.	CE: The student can articulate through thorough explanation and/or direct application an understanding of her/ his rights and responsibilities as a contributing citizen in a democratic society.	SL: The student expresses awareness of how her/his service experience contributes to understanding and awareness of core societal issues. The student may become actively engaged in addressing one or more core societal issues but does not completely make connections beyond course material.	CE: The student has a developing sense of her- or himself as a contributing citizen, but may not fully grasp her/his individual rights or responsibilities. The student's level of engagement is growing, but has not reached the point of full contribution.	SL: The student completes the required service-learning component of the class. There is no evidence of the application of course material to practice within the service-learning experience.	CE: The student comes to an awareness of what democracy is and what opportunities are available for citizen engagement and contribution. The student has not demonstrated active engagement or involvement in civic life.	SL: The student does not complete the required service-learning component of the course.	CE: The student has not engaged with the community and is not aware of democratic principles or concepts.