

Personal and Professional Development Master Rubric

The MCC graduate will demonstrate Personal and Professional Development within the college community by:

I. Setting and Achieving Personal, Academic, and Career Goals

Student demonstrates initiative & resourcefulness

| Possible Performance Indicators: | YES | NO | N/A |
|---|-----|----|-----|
| Coming to advising session with program requirements and a tentative course schedule | | | |
| Self-advocating for academic, personal, social, financial, career support and following up | | | |
| Using online resources for support (academic, career, advising, etc.) | | | |
| Attending job fairs & meeting with on-campus recruiters | | | |
| Working independently, utilizing appropriate resources, to secure employment and/or internships | | | |
| Suggesting a new activity or club to the Student Activity office | | | |
| Attending optional review sessions for courses where offered | | | |
| Completing financial aid application in timely fashion | | | |
| Registering during Advising period of semester | | | |
| Utilizing faculty office hours for assistance | | | |
| Attending collegewide events and presentations | | | |
| Attending Enrichment period activities | | | |
| Other: | | | |

Student persists to completion of goal

| Possible Performance Indicators: | YES | NO | N/A |
|--|-----|----|-----|
| Remaining engaged in the career decision-making process | | | |
| Maintaining and completing a portfolio over time | | | |
| Starting something and seeing it through as appropriate (see below): | | | |
| personal counseling | | | |
| tutoring | | | |
| Honors' coursework | | | |
| Leadership Institute | | | |
| Other: | | | |

Student self-assesses realistically

| Possible Performance Indicators: | YES | NO | N/A |
|---|-----|----|-----|
| Accurately articulating one's performance within courses and aware of grades that one is earning | | | |
| Using rubrics to self assess one's work/performance | | | |
| Using self assessment information to determine where extra effort is needed | | | |
| Articulating one's strengths and weaknesses | | | |
| Creating and modifying academic and career goals as one learns more about one's academic, personal and career strengths | | | |
| Using career assessment tools to confirm areas of interest, skills and values | | | |
| Researching career requirements and cross-matching between requirements and one's current skill set, credentials | | | |
| Other: | | | |

II. Engaging Actively in Their Learning and Development

Student commits to inquiry and continued learning within academic and community settings

| Possible Performance Indicators: | YES | NO | N/A |
|--|-----|----|-----|
| Joining a club or co-curricular activity | | | |
| Completing Service Learning projects | | | |
| Applying for college (transfer) | | | |
| Participating in a student activity, workshop, or program | | | |
| Attending informational sessions to help with program and career decisions | | | |
| Collaborating actively in course-related groupwork | | | |
| Assessing the work of peers | | | |
| Striving for excellence by demonstrating above-average effort | | | |
| Striving for excellence by submitting written work that is professional in appearance | | | |
| Utilizing personal counseling or support services to address any identified personal, academic or social needs | | | |
| Articulating instructor name, if asked, outside of classroom | | | |
| Other: | | | |

III. Demonstrating Accountability

Student assumes responsibility for his/her actions and outcomes

| Possible Performance Indicators: | YES | NO | N/A |
|---|-----|----|-----|
| Referring to course, program, college policies, procedures and requirements as appropriate | | | |
| Coming to appointments on time or calling in advance to notify | | | |
| Turning in course assignments on time or accepting the consequences | | | |
| Attending class according to course policy (absences, tardies, dress, behavior, etc.) or accepting the consequences | | | |
| Meeting professional expectations of internship, clinical, field placement and Service Learning commitments | | | |
| Completing necessary paperwork for class withdrawals, change of program, graduation preparation, etc. | | | |
| Getting missed notes, assignments, etc. resulting from an absence from classmates, rather than expecting the instructor to "reteach" the missed class | | | |
| Identifying obstacles and challenges to action plan, connecting to resources | | | |
| Other: | | | |

IV. Demonstrating Professionalism

Student collaborates with a diverse population

| Possible Performance Indicators: | YES | NO | N/A |
|--|-----|----|-----|
| Working successfully as part of a group to complete a project/task | | | |
| Completing a Service Learning project | | | |
| Participating in a cultural event at MCC | | | |
| Working with a diverse population in a health-careers clinical setting | | | |
| Other: | | | |

Student demonstrates civility

| Possible Performance Indicators: | YES | NO | N/A |
|---|-----|----|-----|
| Respecting the Student Code of Conduct | | | |
| Helping fellow students and faculty/staff as needed | | | |
| Showing interest in and respect for others' ideas | | | |
| Other: | | | |

Student demonstrates active and personal integrity

| Possible Performance Indicators: | YES | NO | N/A |
|---|-----|----|-----|
| Respecting the Student Code of Conduct | | | |
| Not cheating | | | |
| Not plagiarizing | | | |
| Inserting only honest and accurate information on application forms | | | |
| Fulfilling pre-requisites – not knowingly trying to circumvent them | | | |
| Fulfilling Financial Aid rules and regs – not trying to circumvent them | | | |
| Admitting to being wrong rather than denying it | | | |
| Other: | | | |

Student responds appropriately in formal and informal settings

| Possible Performance Indicators: | YES | NO | N/A |
|---|-----|----|-----|
| Using appropriate academic language in both written and oral formats in academic and professional situations – including electronic communication | | | |
| Conducting oneself professionally in internship, clinical, field placement and Service Learning situations | | | |
| Presenting oneself professionally as appropriate, including appearance | | | |
| Using more sophisticated, professional behaviors as appropriate | | | |
| Using appropriate conversational tone and non-verbal communication techniques, depending on the audience | | | |
| Complying with classroom policy regarding clothing and behavior | | | |
| Other: | | | |