

ULO2 Personal, Professional & Social Responsibility Rubric

California State University, Monterey Bay

Proposed revision of ULO2 - Personal, Professional & Social Responsibility*: CSUMB graduates engage in ethical reasoning and public action as well as use historical and multicultural perspectives.

CSUMB's Personal, Professional, and Social Responsibility Rubric was created to help educators design activities and assignments that better help students demonstrate their learning. It is not expected that a single activity or assignment address all components of the rubric. Rather, educators should select the most relevant components and language. Note that the rubric levels are developmental (describing student development over a 4-year undergraduate program) but can be adapted for course grading purposes.

Movement across the rubric levels is from self to other, from individuals to communities and systems. Not all rubric categories and aligned assignments and activities expect students perform system-level analysis; however, for all categories of the rubric, the aspirational goal (level 4: advanced) is for students to demonstrate system-level reflection and analysis.

*This rubric was created for the proposed statement above. A [revised ULO2 statement](#) was approved in Dec. 2018 and a new rubric will be created by the end of spring 2019.

	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginner
	<i>Expectations for some students at or near graduation.</i>	<i>Expectations for all students at or near graduation.</i>	<i>Expectations for students advancing towards proficiency.</i>	<i>Expectations for students initiating development towards proficiency.</i>
Learn from diversity of communities, cultures and histories	Analyzes how own attitudes and beliefs are different from those of other cultures and communities because of working within and/or learning from diversity of communities. Also reflects upon how to promote others' engagement with diversity (e.g., values, politics, communication styles, economy, or beliefs and practices).	Reflects on how own attitudes and beliefs are different from those of other cultures and communities because of working within and/or learning from diversity of communities. Also demonstrates learning from diversity of communities, their cultures, and histories.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Also demonstrates awareness of diversity of communities, their cultures, and histories.	Expresses attitudes and beliefs as an individual, from a one-sided view and does not demonstrate awareness of what can be learned from diversity of communities, their cultures, and histories.
Ethical reasoning	Recognizes an ethical issue and its related stakeholders. Also explains in detail the underlying interrelationships associated with the ethical issue and supports an original solution (i.e. articulates the objections to, assumptions, and limitations of the	Recognizes an ethical issue and its related stakeholders. Also explains the underlying interrelationships associated with the ethical issue and supports a solution by explaining and comparing multiple ethical perspectives.	Recognizes an ethical issue and its related stakeholders. Also describes the underlying interrelationships associated with the ethical issue.	Recognizes an ethical issue and its related stakeholders, but does not explain underlying interrelationships associated with the issue.

	ethical perspective) by explaining and comparing multiple ethical perspectives.			
Public identity and commitment (internal)	Reflects on what was learned about one's public identity and proposes personal changes in response to that reflection. Also, articulates commitment to future public action.	Reflects on involvement in a public action, describing what was learned about own self as it relates to a growing sense of public identity. Also has begun to indicate a commitment to future public action.	Describes involvement in a public action and begins to make connections to own public identity, but does not clearly demonstrate a commitment to future public action.	Describes experience in public action activities but does not connect experiences to public identity.
Public action (external)	Demonstrates initiative in public action. Also provides reflective insights or analysis about the aims and effects of those actions on individuals, communities, and systems.	Demonstrates experience in public action. Also provides reflective insights or analysis about the aims and effects of those actions on individuals and communities.	Has clearly participated in public action Also describes the aims and effects of those actions on individual(s) and/or communities.	Experiments with some public action but shows little understanding of aims and effects of those actions.

Glossary

- **Learn from diversity of communities:** From AAC&U Intercultural Competence VALUE Rubric: "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.) Everybody has multiple identities and belongs to multiple communities.
- **Ethical reasoning:** From AAC&U Ethical Reasoning VALUE Rubric: Ethical Reasoning is "reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions."
- **Public identity and commitment:** When one sees her or himself as an active participant in society with a strong sense of responsibility to work with others towards public purposes. The public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests.
- **Public action:** Working to make a difference in our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community.
- **Social issues vs. ethical issues:** All social issues have an ethical component, but not all ethical issues are social issues. An ethical issue arises when there are competing conceptions about what is good.
- **Reflection vs. description:** Reflection goes beyond pure descriptions of experience (i.e. "weather reports") and also includes examining and articulating learning. For example, the DEAL framework which defines reflection as including three stages of learning: Describe (D: Who? What? When? Where?); Examine (E: Why? self awareness; unearthing assumptions, examining biases); Articulate Learning (AL: How? Articulate underlying interrelationships, making connections to course material). From, Ash, Clayton, & Moses. (2009). *Learning through Critical Reflection: A Tutorial for Service-Learning Students*. Raleigh, NC.

Examples of public action (adapted from AAC&U Civic Engagement VALUE Rubric)

- Complete a service learning experience.

- Create and manage a service program that engages others (such as youth or members of a neighborhood) in learning about and taking action on an issue they care about. In the process, also teaches and models processes that engage others in deliberative democracy, in having a voice, participating in democratic processes, and taking specific actions to affect an issue.
- Research, organize, and carry out a deliberative democracy forum on a particular issue, one that includes multiple perspectives on that issue and how best to make positive change through various courses of public action. As a result, other students, faculty, and community members are engaged to take action on an issue.
- Work on and take a leadership role in a complex campaign to bring about tangible changes in the public's awareness or education on a particular issue, or even a change in public policy; through this process, demonstrate multiple types of civic action and skills.
- Integrate academic work with community engagement, producing a tangible product (piece of legislation or policy, a business, building or civic infrastructure, water quality or scientific assessment, needs survey, research paper, service program, or organization) that has engaged community constituents and responded to community needs and assets through the process.
- Work in a team of consultants for real-life businesses and nonprofits.