**Enrollment and Student Services - Student Employee Competency Rubric**

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| **Critical Thinking/Problem-Solving** | **Beginning** | | **Developing** | | **Achieving** | | | **Exceeding** |
| **Recognizes & Analyzes Problems** | Often doesn’t recognize a problem or multiple viewpoints on an issue until they are pointed out | | Often recognizes problems but without complex analysis, sometimes includes multiple viewpoints on issues | | Easily identifies and analyzes complex problems and issues and consistently includes multiple viewpoints on issues | | | Proactively identifies and analyzes complex problems and issues and applies an understanding of ethics systems and diverse viewpoints |
| **Determines Course of Action** | Is seldom able to determine a course of action or resolution to a problem without guidance | | Is sometimes able to determine a course of action or resolution to a problem; solutions may not always address the full complexity of the issue | | Easily determines a course of action and resolution to complex problems, gaining input from others when appropriate | | | Facilitates the determination of a course of action/resolution to complex problems being faced by themselves or group members, includes all appropriate viewpoints |
| **Utilizes Resources** | Is unable to locate key information or resources relevant to the problem | | Is able to gather some information and locate resources relevant to the problem | | Is able to gather all of the information and resources relevant to the problem and put them to use towards a resolution | | | Quickly and efficiently gathers complete information and resources relevant to the problem, utilizes these effectively, and can guide others in doing the same |
| **Seeks Consultation Appropriately** | Does not make correct decisions about which problems require consultation with an additional resource person or service, and which do not | | Sometimes makes mistakes in deciding whether or not to seek consultation/support/guidance | | Almost always makes correct decisions about whether or not to seek consultation/support/guidance | | | Is proactive about seeking consultation; demonstrates excellent judgment on when to seek support/guidance; puts thought and extra care into the referral of problems to others |
| **Values Others in Decision-Making** | When making a decision, relies on personal instinct rather than possible impacts on others or the opinions of others | | Able to see how decisions may impact others, sometimes gathers opinions of others; usually still makes the decision that prioritizes own viewpoint or benefit to self | | Frequently makes decisions based on impact to others, taking into consideration their viewpoint prioritized equally with that of self | | | Frequently makes decisions after careful consideration of the viewpoints of all involved and affected, consulting with as many people as is beneficial to the process |
| **Teamwork/Collaboration** | | **Beginning** | | **Developing** | | **Achieving** | **Exceeding** | |
| **Values Cooperation and Collaboration** | | Does not demonstrate a value of cooperation and collaboration and struggles when trying to work with others | | Demonstrates a value of cooperation and collaboration but struggles when trying to work with others | | Clearly demonstrates a value of cooperation and collaboration and seems confident and successful when working with others | Consistently engages in successful cooperation and collaboration and finds ways to enhance collaborative work by addressing differences proactively | |
| **Works Effectively with People Different From Self** | | Struggles when working with people who are different from self; differences in background, opinions, and/or work styles tend to get in the way of an effective working relationship | | Is open to working with people who are different from self; may still find differences in background, opinions, and/or work styles difficult to navigate when establishing a collaborative working relationship | | Works effectively with people who are different from self; acknowledges differences in backgrounds, opinions, and/or work styles, finds common ground for a collaborative working relationship | Embraces the benefits of working with people who are different from self, views differences in backgrounds, opinions, and/or work styles as strengths in the working relationship | |
| **Develops Positive Relationships** | | Relationships at work often do not lead to positive outcomes; many are rocky relationships with unresolved conflict | | Most relationships at work lead to positive outcomes but there are some rocky relationships with unresolved conflict | | Consistently develops relationships at work that lead to positive outcomes without unresolved conflict | Proactively finds ways to enhance relationships at work, leading to greater positive outcomes and finds ways to resolve conflict | |
| **Responds to Conflict** | | Passively accepts alternate viewpoints/ideas/opinions | | Redirects focus toward common ground, toward task at hand (away from conflict) | | Identifies and acknowledges conflict and stays engaged with it toward a resolution | Addresses conflict directly and constructively, helping to resolve it in a way that strengthens overall team cohesiveness and future effectiveness | |
| **Fosters Constructive Team Climate** | | Supports a constructive team climate by doing **any one** of the following:   * Treats team members with respect by using constructive communication and inclusive language * Conveys a positive attitude about the team and its work through positive verbal and non-verbal communication * Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it * Provides assistance and/or encouragement to team members | | Supports a constructive team climate by doing **any two** of the following:   * Treats team members with respect by using constructive communication and inclusive language * Conveys a positive attitude about the team and its work through positive verbal and non-verbal communication * Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it * Provides assistance and/or encouragement to team members | | Supports a constructive team climate by doing **any three** of the following:   * Treats team members with respect by using constructive communication and inclusive language * Conveys a positive attitude about the team and its work through positive verbal and non-verbal communication * Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it * Provides assistance and/or encouragement to team members | Supports a constructive team climate by doing **all** of the following:   * Treats team members with respect by using constructive communication and inclusive language * Conveys a positive attitude about the team and its work through positive verbal and non-verbal communication * Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it * Provides assistance and/or encouragement to team members | |

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| **Oral/Written Communications** | **Beginning** | **Developing** | **Achieving** | **Exceeding** |
| **Listens Actively & Attentively** | Is often inattentive to others when they speak and struggles to decode what they are communicating and does not use strategies to ensure understanding | Sometimes misses the breadth or depth of what others are communicating. Does not use strategies to ensure understanding, such as summarizing or paraphrasing what has been shared | Consistently takes in the breadth and depth of what others are communicating; focuses on the communicator enough to ensure understanding, and uses summarizing or paraphrasing when useful | Easily remains attentive and engaged when others speak, can restate what has been said if needed, applies strategies to ensure understanding, and is able to take the conversation into action-planning or supporting, when appropriate |
| **Communicates Effectively Verbally** | Often does not communicate clearly verbally | Sometimes struggles to communicate ideas clearly verbally | Only lacks clarity in communicating complicated concepts verbally | Easily communicates all ideas, even complicated concepts, clearly verbally |
| **Communicates Effectively in Writing** | Written communications are often unclear, poorly-worded, and/or including spelling and grammar mistakes | Written communications still sometimes lack clarity and contain errors, but are generally effective | Most written communications are accurate, clear, concise, and error-free | All written communications are accurate, clear, concise, and appropriate to the audience; writing is carefully proofread for errors and corrected |
| **Selects the Appropriate Communication Style** | Often the selected communication style/demeanor/level of formality is misaligned with the audience or situation | Sometimes the selected communication style/demeanor/level of formality is misaligned with the audience or situation | Almost always the selected communication style/demeanor/level of formality is well-aligned with the audience or situation | Demonstrates a sophisticated understanding of how to align communications with the audience or situation, and can adjust fluidly |
| **Recognizes Cultural Implications of Communication** | Has a minimal understanding of socio-cultural implications of verbal and nonverbal communication (e.g., appropriate degree of physical contact, gestures or phrases likely to offend, microaggressions, power dynamics at play while communicating); often makes mistakes due to this lack of understanding | Identifies some socio-cultural implications of verbal and nonverbal communication; is becoming more aware of misunderstandings and harm that can occur based on these; still makes mistakes when communicating cross-culturally | Recognizes many socio-cultural implications of verbal and nonverbal communication; is mostly successful incorporating this understanding and adapting communication to minimize misunderstandings and harm when communicating with people from a wide variety of backgrounds | Articulates a complex understanding of socio-cultural implications of verbal and nonverbal communication and is able to skillfully adapt communication to minimize misunderstandings and harm; is comfortable sharing with others explanations of these social-cultural implications |

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| **Global/Intercultural Fluency** | **Beginning** | **Developing** | **Achieving** | **Exceeding** |
| **Seeks Diverse Perspectives** | Demonstrates minimal interest in learning about other cultures or diverse perspectives | Demonstrates some interest in learning about other cultures or diverse perspectives; is beginning to seek answers and information | Demonstrates the value of learning about other cultures or diverse perspectives; is able to find answers and deeper understanding from multiple sources | Actively seeks diverse perspectives and knowledge of culture to enhance worldview. Seeks and can articulate answers to cultural questions without tokenizing or burdening others in the process of learning |
| **Recognizes Dynamics of Power & Privilege** | Does not demonstrate a recognition of the ways that social power and privilege affect people’s daily lives, opportunities, and outcomes; emphasizes an individual’s effort or merit as the only relevant dynamic | Demonstrates recognition of the ways that social power and privilege affect people’s daily lives, opportunities, and outcomes; engages in some examination of own privilege; may still struggle with guilt or uncovering own biases | Demonstrates a thorough recognition of the ways that social power and privilege affect people’s daily lives, opportunities, and outcomes; is comfortable examining own privilege and the biases gained through socialization | Demonstrates a deep awareness of the ways that social power and privilege affect people’s daily lives, opportunities, and outcomes; continually re-examines own privilege, biases, and actions; comfortably articulates these dynamics with others |
| **Recognizes Dynamics of Oppression** | Does not demonstrate a recognition of the ways that oppression operates on multiple levels (internal, interpersonal, institutional, systemic/structural) to marginalize and disempower underrepresented identity groups | Demonstrates a basic recognition of the ways that oppression operates in society; articulates more awareness of interpersonal or very direct forms of oppression (e.g. overt or subtle \*isms) | Demonstrates a thorough recognition of the ways that oppression operates in society on multiple levels; expends effort to more fully understand these dynamics as they affect identity groups other than own | Demonstrates a deep awareness of the ways that oppression operates, including the interconnectedness and intersectionality of many forms of oppression; comfortably articulates these dynamics with others |
| **Enhances Accessibility and Equity in the Workplace** | Does not demonstrate a readiness to enhance accessibility or equity in the workplace | Demonstrates a willingness to enhance accessibility or equity in the workplace; may still need guidance when grappling with complex barriers, issues, and solutions | Takes action, interpersonally or organizationally, to identify barriers to access and equity that exist in the workplace; suggests that effort be expended to address these | Consistently and proactively takes action to identify barriers to access and equity that exist in the workplace, both interpersonal and systemic; works in coalition with those perpetuating the barrier and those affected by it to arrive at possible solutions to the issues |
| **Accountability/Work Ethic** | **Beginning** | **Developing** | **Achieving** | **Exceeding** |
| **Demonstrates Reliability in Completing Work** | Often unreliable and distracted at work; is unable to complete job requirements successfully without reminders | At times, may lose sight of job requirements but is able to refocus; is able to complete most job requirements successfully with or without guidance | Time spent on work is well-focused on job responsibilities; can consistently be relied on to complete all job requirements successfully with little to no guidance | Exceeds expectations on the completion of work without exceeding the hours per week allocated; always completes job requirements in a timely manner |
| **Demonstrates Effective Time Management and Prioritization** | Rarely uses time effectively, is often disorganized; struggles with prioritizing tasks; often late for scheduled meetings/shifts | Uses time effectively for the most part; schedules time and tasks yet sometimes forgets tasks or misses deadlines/meetings; prioritizes tasks based only on urgency; sometimes late for scheduled meetings/shifts | Consistently uses time effectively; adheres to a well-planned schedule of time and tasks; prioritizes tasks based on urgency and importance; rarely late for scheduled meetings/shifts | Consistently uses time effectively; adheres to a well-planned schedule of time and tasks; prioritizes tasks based on urgency, importance, and impact on others; considers both short-term efficiency and long-range planning; rarely late for scheduled meetings/shifts |
| **Shows Initiative** | Needs to have work assigned in order to know what actions to take or what projects need attention | Mostly relies on having work/ tasks/projects assigned, and occasionally develops a new project or initiates a new task or goal | Often completes job requirements successfully and in a timely enough manner to allow for self-initiating new tasks or projects | Consistently completes job requirements successfully and in a timely enough manner to allow for self-initiating new tasks or projects; these new initiatives are thoughtful and of great benefit to the job/program/office |
| **Maintains Healthy Work-Life Balance** | Often appears overwhelmed or burnt out and is frequently unable to meet commitments at work and in personal life | Usually able to meet all work and personal commitments but may still face periods being overwhelmed or burnt out | Able to balance work and personal commitments while very rarely being overwhelmed or burnt out; comfortable sharing when challenges occur and seeking support | Always able to balance work and personal commitments without being overwhelmed or burnt out; comfortable reassessing priorities and eliminating commitments to achieve better balance |

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| **Leadership** | **Beginning** | **Developing** | **Achieving** | **Exceeding** |
| **Leverages Strengths of Others to Achieve Goals** | Rarely able to recognize and use the strengths of others to achieve shared goals | Occasionally able to recognize and use the strengths of others to achieve shared goals | Often able to recognize and use the strengths of others to achieve shared goals | Consistently able to recognize and use the strengths of others to achieve shared goals |
| **Uses Interpersonal Skills to Coach/Guide Others** | Rarely able to use interpersonal skills to effectively coach and develop others | Occasionally able to use interpersonal skills to effectively coach and develop others | Often able to use interpersonal skills to effectively coach and develop others | Consistently able to use interpersonal skills to effectively coach and develop others |
| **Exemplifies Effective Behaviors/Practices** | Rarely exemplifies/models effective behaviors/practices; and/or is rarely intentional in doing so | Occasionally exemplifies/models effective behaviors/practices; and/or is occasionally intentional in doing so | Often exemplifies/models effective behaviors/practices; and/or is often intentional in doing so | Consistently exemplifies/models effective behaviors/practices; and/or is consistently intentional in doing so |
| **Recognizes Ethical Issues** | Can recognize basic and obvious ethical issues but does not grasp complexity or interrelationships | Can recognize most ethical issues and grasp (perhaps not fully) the complexities or interrelationships among the issues | Can easily recognize ethical issues, even when presented in a complex context and can grasp most of the interrelationships or competing factors involved in the issues | Easily recognizes ethical issues, and can grapple with very complex and multilayered issues; Able to clearly articulate the complexity of ethical challenges to others |
| **Applies Ethical Standards** | Is not aware of established ethical standards for self and others’ behavior that should be applied in the workplace or organization | Is aware of established ethical standards, yet inconsistently applies these standards | Consistently applies established ethical standards | Consistently applies and evaluates established ethical standards; suggests changes as needed |

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| **Digital Fluency** | **Beginning** | **Developing** | **Achieving** | **Advanced** |
| **Uses Communication Tools Proficiently** | Demonstrates a basic level of knowledge and skill with communication tools (e.g. email, texting, phone, social media, video); needs repeated assistance when adapting to new tech/tools; is not confident with troubleshooting tech issues with these tools | Demonstrates an adequate level of knowledge and skill with communication tools; can successfully adapt to new tech/tools; can initiate simple troubleshooting of tech issues with these tools | Demonstrates a high level of knowledge and skill with communication tools; able to easily and quickly adapt to new tech/tools; often successful troubleshooting of tech issues with these tools | Demonstrates very developed proficiency with a wide range of communication tools; successfully and eagerly adapts to new tech/tools; is usually successful troubleshooting; serves as a resource to others with tools |
| **Uses Office/Productivity Tools Proficiently** | Demonstrates a basic level of knowledge and skill with office/productivity tools (e.g. spreadsheets, doc drafting, calendars, task mgmt.); needs repeated assistance when adapting to new tech/tools; is not confident with troubleshooting tech issues with these tools | Demonstrates an adequate level of knowledge and skill with office/productivity tools; can successfully adapt to new tech/tools; can initiate simple troubleshooting of tech issues with these tools | Demonstrates a high level of knowledge and skill with office/productivity tools; able to easily and quickly adapt to new tech/tools; often successful troubleshooting of tech issues with these tools | Demonstrates very developed proficiency with a wide range of office/productivity tools; successfully and eagerly adapts to new tech/tools; is usually successful troubleshooting; serves as a resource to others with tools |
| **Safeguards Against Security Risks** | Demonstrates a lack of awareness of tech security risks (e.g. phishing attacks, scams, malware, virus protection, etc.); shows a lack of regard to security of personal or organizational information and/or sensitive materials | Demonstrates a basic awareness of tech security risks (e.g. phishing attacks, scams, malware, virus protection, etc.) and how to avoid them; is able to detect some risks to security of personal or organizational information and/or sensitive materials | Demonstrates a thorough awareness of tech security risks and how to avoid them; is easily able to detect risks to security of personal or organizational information and/or sensitive materials; brings threats to the attention of the proper resource people | Has deep understanding of tech security risks and how to detect and avoid threats/risks; Able to assist others in maintaining security of personal or organizational information and/or sensitive materials; brings threats to the attention of the proper resource people |
| **Uses Technology Ethically** | May be unaware of inappropriate or unethical use of tech, or may choose to use technology in an inappropriate or unethical manner | Is generally aware of what constitutes inappropriate or unethical use of tech, but may at times use tech in a way that amounts to a minor breach of appropriateness or ethics | Clearly understands what constitutes inappropriate or unethical use of tech, consistently uses tech in an appropriate and ethical manner | Understands the full complexity of the policy and ethics frameworks involved in appropriate and ethical use of tech, and is able to convey these concepts to others |
| **Career Management** | **Beginning** | **Developing** | **Achieving** | **Advanced** |
| **Identifies/Articulates Skills/Experiences** | Is able to identify and articulate a few, very basic professional skills, strengths, knowledge, and experiences | Is able to identify and articulate several basic professional skills, strengths, knowledge, and experiences | Is able to identify and articulate several basic and a few advanced professional skills, strengths, knowledge, and experiences | Is able to identify and articulate several basic and several advanced professional skills, strengths, knowledge, and experiences |
| **Relates Skills/Experiences to Position/Goals** | Has difficulty relating professional skills, strengths, knowledge, and experiences to positions desired and career goals | Is able to relate a few professional skills, strengths, knowledge, and experiences to positions desired and career goals, but with limited details | Is able to relate several professional skills, strengths, knowledge, and experiences to positions desired and career goals, with some compelling details | Is able to relate many professional skills, strengths, knowledge, and experiences to positions desired and career goals, with many compelling details |

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| **Other Competency:** | **Beginning** | **Developing** | **Achieving** | **Advanced** |
| **Component 1:** |  |  |  |  |
| **Component 2:** |  |  |  |  |
| **Component 3:** |  |  |  |  |