The following are screenshots of Co-Curricular Rubrics: Communication; Personal Development; Navigating Processes; Teamwork; Critical Thinking.
Rubrics are accessible via https://dacc.edu/assessment

DACC Co-Curricular Rubric: Communication

Learners express themselves clearly and concisely (written or oral format). Learners gather information from communicating with

Student(s) _____   Co-Curricular Group Leader: _____

Club/Activity/Service _____ Term _____

Assessment Activity Description: _____

	Beginning	Progressing	Proficient	Advanced	N/A
Receiving Information	Shows no awareness or a refusal to acknowledge others' perspecitves.	Acknowledges others' perspectives but does not seek further information.	Acknowledges others' perspectives and shows interest through seeking further information.	Acknowledges others' perspectives and educates others about differing perspectives.	Not applicable for this assignment
Organization (greeting, introduction of topic, description	Communication is disorganized and difficult to follow.	Organization is intermittently observable within communication	Organization is clear and often observable within communication	Organization is consistently observable and makes the content cohesive	Not applicable for this assignment
Clarity	Uses words or examples that confuses listners. Language is not audience appropriate.	Uses some confusing words or examples, but gives examples to aid listener understanding.	Uses words, terms and examples which others understand. Language is audience appropriate.	Selects language that is imaginative, memorable, and compelling which enhances the	Not applicable for this assignment
Delivery	Delivery techniques (posture, tone, volume, eye contact) or written style (engaging,	Delivery technique or written style makes the communication somewhat	Delivery technique or written style makes the communication interesting but not fully	Delivery technique or written style makes the presentation polished, compelling and shows	Not applicable for this assignment

**For consistency, all work should be rated at the level expected of a student nearing completion of an associate's degree.

DACC Co-Curricular Rubric: Personal Development

Learners will develop goals. Learners will incorporate strategies for managing their resources.

Student(s) _____   Co-Curricular Group Leader: _____

Club/Activity/Service _____ Term _____

Assessment Activity Description: _____

	Beginning	Progressing	Proficient	Advanced	N/A
Set Professional and Educational Goals	Does not make the connections between co-curricular experiences and the pathway to future goals.	Begins to develop short- and long-term goals. These goals may not be realistic.	Short- and long-term goals are set and realistic but has not determined how to overcome potential obstacles.	Has realistic short- and long-term goals set, is taking steps toward their achievement, applying strategies to overcome obstacles.	Not applicable for this assignment
Articulate Transferable Skills	Is unable to identify transferable skills from the co-curricular experiences.	Can identify transferable skills only when given a list of options.	Can identify transferable skills but provides limited examples of the use of the skills in the co-curricular.	Can self-identify transferable skills and provide specific examples from the co-curricular.	Not applicable for this assignment
Moving towards goal achievement	Does not display the ability to move towards personal, academic, and life goals, with no coping mechanisms for failure	Displays the ability to move towards personal, academic and life goals with assistance.	Independently moves towards personal, academic, and life goals, including responding appropriately to any failure. Demonstrates an awareness of their connection to the larger, more diverse community.	Displays confidence and independence while moving towards personal, academic, and life goals. Uses failures in a positive way. Takes an active role in the community.	Not applicable for this assignment

**For consistency, all work should be rated at the level expected of a student nearing completion of an associate's degree.

DACC Co-Curricular Rubric: Navigating Processes

Student(s) _____   Co-Curricular Group Leader: _____

Club/Activity/Service _____ Term _____

Assessment Activity Description: _____

	Beginning	Progressing	Proficient	Advanced	N/A
Utilizing College Processes & Resources	Knows college has various processes and systems but expects complete direction in	Can identify some college processes and systems to address a few needs for their own	Navigates a few college processes and resources but does not consistently translate	Confidently navigates most college processes and resources, can readily assist others to make use of them	Not applicable for this assignment
Seeking Information	Can identify an information need but lacks the ability to seek appropriate information	Identifies a basic information need and can identify a basic method to seek	Identifies a basic information need and can identify multiple strategies to select	Can refine the information needed for a specific situation and can select appropriate strategies or	Not applicable for this assignment
Using Information	Selects random or inappropriate information to complete an	Selects minimal information to complete an information task	Collects sufficient information required to select the best information sources to	Collects more information than required in order to select the best information sources to complete a task,	Not applicable for this assignment
Selecting Technology	Recognizes technology or tool is appropriate for process but expects others to identify the	Recognizes technology or tool is appropriate for process and requests help or seeks	Identifies appropriate technology or tool for processes and independently explores	Seeks additional techniques or technology to refine and improve established process tools or	Not applicable for this assignment
Using Technology	Understands technology is essential for process but avoids using it or passively absorbs basic instruction in its use	Understands technology is essential for process and actively learns how to use it and attempts minimal self-exploration of its use	Understands technology is essential for process and has developed some familiarity with it; independently explores or actively seeks assistance with more advanced aspects of its use	Understands technology is essential for process and is skilled in its use. Is capable of teaching others how to navigate it	Not applicable for this assignment

**For consistency, all work should be rated at the level expected of a student nearing completion of an associate's degree.

DACC Co-Curricular Rubric: Teamwork

Student(s) _____ Co-Curricular Group Leader: _____

Club/Activity/Service _____ Term _____

Assessment Activity Description: _____

	Beginning	Progressing	Proficient	Advanced	N/A
Creating Teams	Does not recognize the need for team formation	Needs the advisor to initiate the team, and take the lead in describing group purpose, and create a safe space	Starts conversations with others to create a team	Independently creates a safe space and comfortable team atmosphere including team focus and purpose	Not applicable for this assignment
Team Building	Does not always exhibit an accepting attitude toward the team and shared task	Exhibits an accepting attitude toward the team but at times does not understand alternative viewpoints or monopolizes idea sharing	Engages team members by constructively building upon others' contributions, motivating and encouraging others	Engages team members, invites non-participators to engage, and expresses confidence about the team's ability to accomplish the task at hand	Not applicable for this assignment
Work Habits	Often late or not attending meetings/activities. Makes little to no contribution or participation.	Occasionally late or not attending meetings/activities. Makes limited contributions or has limited participation.	Comes to meetings/activities prepared and on time, making contributions to the meeting/activities.	Comes to meetings/activities prepared and on time. Often volunteers to help set up or tear down. Encourages others to participate likewise.	Not applicable for this assignment
Inclusiveness	Demonstrates limited knowledge or interest in learning about other cultures	Asks surface cultural questions, with a strong bias towards own cultural norms	Begins to suspend judgement and displays an openness when learning about other cultures	Asks complex questions about own and other cultures and seeks out answers to reflective and insightful questions	Not applicable for this assignment
Conflict Avoidance and Resolution	Is unaware of conflicts or language or behavior that might lead to conflict	Reacts reflexively and defensively when recognizing conflict	Aware of conflict and able to use basic conflict resolution steps.	Creates an environment where parties can discuss issues and work out conflict without choosing sides. Able to solve conflict independently.	Not applicable for this assignment

**For consistency, all work should be rated at the level expected of a student nearing completion of an associate's degree.

DACC Co-Curricular Rubric: Critical Thinking

Student(s) _____   Co-Curricular Group Leader: _____

Club/Activity/Service _____ Term _____

Assessment Activity Description: _____

	Beginning	Progressing	Proficient	Advanced	N/A
Understanding of the Issue or Problem -provide outline of problem -determine relevent info -define terms -analyze underlying assumptions	did not define or describe issue or problem	attempts to define and describe the problem, showing minimal understanding	defines and describes issue/problem, but not all relevant information is considered	fully describes and defines the issue/problem, with all relevant information considered	Not applicable for this assignment
Use of Information -apply previous knowledge -collect pertinent info -consider other viewpoints or approaches -describe, evaluate/analyze, and apply information	information taken at face value only	incomplete or weak analysis with large gaps in use and /or evaluation of information	clear use and evaluation with some missing information	the information has been evaluated and interpreted to develop a comprehensive analysis	Not applicable for this assignment
Position or Solution -aligns with information provided -considers opposing viewpoints, complex concerns, or possible limitations	position or solution not fully articulated	position or solution is not supported by the information provided	position or solution is adequate but is not fully supported by provided information	position or solution is fully supported by information and addresses other viewpoints/concerns/limitations	Not applicable for this assignment

**For consistency, all work should be rated at the level expected of a student nearing completion of an associate's degree.