

Vision for the Baccalaureate Experience at NMSU-Las Cruces

	NO EVIDENCE	EMERGING	COMPETENT	SUCCESSFUL
ACADEMICALLY PREPARED	I am not prepared for successful entry into a professional field or graduate studies.	I have some discipline-specific knowledge but am not yet prepared to enter my chosen profession or graduate studies.	I have ample discipline-specific knowledge and can interact competently with professionals in my field.	I have discipline-specific <i>and</i> broad general education knowledge and am intellectually prepared for entry into my chosen professional field or graduate studies.
LIFE-LONG LEARNING	I have not developed habits identified with life-long learning.	My learning is mostly driven by activities that others (teachers, parents, etc.) require of me; my success or failure in learning is largely dependent on them and their ability to teach and motivate me.	I enjoy learning more about things that I'm interested in, and often create or participate in opportunities to learn for my own satisfaction; I believe my success or failure in learning is mostly dependent on my own efforts.	I am a self-motivated, active, intentional and habitual consumer of new learning experiences, and I believe I am the only one responsible for my own learning.
EFFECTIVE COMMUNICATION	I do not communicate my thoughts and ideas to others effectively.	I have a hard time expressing my thoughts and ideas to others; others frequently misunderstand and/or disregard my thoughts and ideas.	I am usually able to express my thoughts and ideas clearly and appropriately to others.	I am able to engage in and create valuable experiences through the exchange of meaningful thoughts and ideas with others.
SELF-AWARENESS	I cannot identify any biases I may have; I cannot tell you what has shaped my world view; I am not aware of how I process information and form judgments.	I realize bias exists and can see other peoples' biases, but I don't usually understand why they have those biases, or why they would see things differently from how I see them.	I can identify some of my own biases as well as the biases of others, but I don't usually consider how those biases impact how people act, process information, or make judgments; I do often consider that people have very different life experiences	I am keenly aware of biases of both myself and others, and I regularly take into account biases when processing information and forming judgments.
TECHNOLOGICAL LITERACY	I am not technologically literate.	I have difficulty using technology to complete tasks and communicate, am not aware of guidelines for using technology, and may or may not practice responsible and ethical use of technology.	I can competently and appropriately complete tasks and communicate through responsible and ethical use of technology.	I use technology to communicate and complete tasks in efficient, effective, responsible and ethical ways.
INFORMATION LITERACY	I am not able to find, evaluate or use information in efficient and/or appropriate ways.	I have difficulty finding, evaluating and/or using information in efficient and/or appropriate ways.	I am often able to find, evaluate and determine the appropriate use of available information.	I am able to consistently, successfully and efficiently find and evaluate information and use it in appropriate and ethical ways.

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	NO EVIDENCE	EMERGING	COMPETENT	SUCCESSFUL
CITIZENSHIP	I see no need to engage in responsible citizenship.	I appreciate the need for social justice, sustainability and/or global perspective, but do not feel a sense of personal responsibility to contribute to those needs.	I occasionally engage in activities and have a desire to contribute to needs such as social justice, sustainability and/or global perspectives.	I have a personal commitment to, and actively and frequently engage in activities that advance societal needs for social justice, sustainability and global perspective.
DIVERSITY	I avoid experiences that are uncomfortable or unfamiliar: I do not function well outside of my own comfort zone.	I occasionally engage in experiences that are outside of my comfort zone; I'm open to considering opposing opinions or viewpoints; I'm okay with trying new things, but I don't necessarily seek them out.	I like having new experiences and being introduced to new ways of thinking; I try to understand different perspectives; I don't mind being out of my comfort zone.	I actively and consistently seek out new, diverse experiences and relationships with people who have different backgrounds, life-experiences, cultures, beliefs and/or values.
CRITICAL THINKING	I'm not aware of how I form judgments, solve problems or make decisions.	I sometimes consider how I form judgments, solve problems, or what I base my decisions on; if I do, it's usually based on my own current knowledge and understanding of the topic/situation.	I am often aware of the things that influence my judgments, decisions and/or problem solving; I generally try to evaluate, analyze and interpret a situation before I act, and sometimes use inference when addressing a situation.	I make a habit of being purposeful and forward-thinking when forming judgments, solving problems or making decisions; I regularly evaluate, analyze and interpret situations before acting, and am skillful in using inference in my decision-making process.
SENSE OF IDENTITY & COMMUNITY WITH NMSU	I do not identify with the university community.	I rarely feel connected with NMSU or engage in activities outside of the classroom within the university community (sports, concerts, symposiums, etc).	I occasionally feel connected with NMSU and engage in activities outside the classroom within the university community.	I feel very connected with NMSU, and actively seek opportunities to engage in activities outside the classroom within the university community.
CREATIVITY	I am not creative – my work is not innovative, original or unique.	I rarely express creative ideas, and my work is usually based on standard ideas or forms.	I express ideas and produce work that is grounded in existing models, but usually has obvious original elements, or elements that are used in unique or original ways.	I express ideas and produce work that is innovative, original and uniquely my own.

It is anticipated that entering freshmen will primarily fall into the 'no evidence' or 'emerging' categories on many of these components. As they progress in their academic career they should be moving continuously across the rubric so that by graduation, they are primarily in the 'competent' and 'successful' categories.

No evidence – there is no readily available, observable evidence to substantiate that the student possesses this quality.

Emerging – generally includes awareness or knowledge of, but little or no action on the part of the student - generally refers to a passive state of mind.

Competent – generally includes active participation/demonstration of characteristic – there is a shift from awareness/knowledge of, to engagement.

Successful – generally implies intentional proactive, self-directed, and consistent demonstration of the characteristic.