

Student Engagement Rubric

The Division of Student Affairs acknowledges learning goes beyond the classroom. We are committed to providing opportunities for students to be applied in their personal and work lives. High impact learning experiences allow students to personally invest themselves, develop meaningful relationships with peers through collaborative work, receive frequent feedback, actively pose and solve problems, experience real world applications of knowledge and reflect on their learning processes.

The SETF (Student Engagement Task Force) created this rubric as a tool (guide) to help each engagement opportunity be transformable. This rubric is designed to highlight the different levels of engagement that are defined in introductory, integrated and transformative connections with each student. Take the time to assess your programs, leadership opportunities and individual meetings and define what you can do to make your practices be more impactful for each student.



	Exposure	Integration	Transformation
Personal Investment	The engagement is purposeful: involves a minimal commitment of time and effort.	The engagement is purposeful: involves an intentional commitment of time and effort. Occasionally bridges a student's personal interest to his/her academic program.	The engagement is purposeful: involves a substantial commitment of time and effort. Bridges a student's personal interest with commitment to his/her academic program.
Meaningful Relationships	The engagement opportunity helps students build acquaintances with faculty, staff and peers.	The engagement opportunity helps students build interactive relationships with faculty, staff and peers over extended periods of time.	The engagement opportunity helps students build substantial relationships with faculty, staff and peers about substantive matters over extended periods of time. It puts students in the company of mentors and advisors as well as peers who share intellectual interests.
Quality Feedback	Students have the opportunity to receive occasional feedback , which can also include feedback regarding learning about themselves.	The opportunity provides students with moderate feedback , which also includes feedback regarding learning about themselves and others. It provides students an opportunity for growth in relation to their development goals and progress provided by their peers, mentors, advisors, supervisors and colleagues.	The opportunity provides students with rich and frequent feedback , which also includes feedback regarding learning about themselves and others. It provides students with immediate and constructive growth in relation to their development goals and progress provided by their peers, mentors, advisors, supervisors and colleagues.
Practical Application	The engagement practice helps students test what they are learning in new situations and provides opportunities for students to see how their learning works in different settings, on and off campus. These opportunities to apply are essential to minimal learning experiences.	The engagement practice helps students apply and test what they are learning in new situations and provides opportunities for students to see how their learning works in different settings, on and off campus. These opportunities to apply knowledge are essential to constructive learning experiences.	The engagement practice helps students apply and test what they are learning in new situations and provides opportunities for students to see how their learning works in different settings, on and off campus. These opportunities to integrate and apply knowledge are essential to deep, meaningful learning experiences.
Personal Reflection	The practice provides opportunities for students to minimally reflect on the person they are becoming. The reflection lacks clarity or thoroughness, and may accept but does not encourage feedback from others.	The practice provides opportunities for students to moderately reflect on the person they are becoming. Students skillfully engage in reflection that is thorough, clear and seeks feedback from others.	The practice provides opportunities for students to actively reflect on the person they are becoming. It incorporates the outcome of skillful reflection and solicited feedback into self-appraisal and behaviors.

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