

## NASPA NUFP RUBRIC

NUFP CRITERIA	Poor	Good	Strong
	Poor evidence in regard to scholarship criteria	Moderate evidence in regard to scholarship criteria	Significant evidence in regard to scholarship criteria
This student demonstrates writing, research, and presentation skills	<ul style="list-style-type: none"> <li>Never presented in a public setting</li> <li>Never read a research article about student affairs</li> <li>Grammatical and spelling errors in most written materials</li> </ul>	<ul style="list-style-type: none"> <li>Presented 1-2 times in a classroom or on-campus setting</li> <li>Read 1-2 research articles on topics related to student affairs</li> <li>Able to present 1-2 reflection pieces without grammatical and spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>Presented 1-2 times in a local or national setting</li> <li>Read 1-2 research articles on topics related to student affairs and able to discuss clearly the research methods used in the articles</li> <li>Able to present 1-2 reflection pieces without grammatical and spelling areas. Arguments are clear and logically presented.</li> </ul>
This student demonstrates ethical decision making skills	<ul style="list-style-type: none"> <li>Unaware of where ethical decision making influences one's work in student affairs</li> </ul>	<ul style="list-style-type: none"> <li>Aware of where and how ethical decision making influences one's work in student affairs</li> </ul>	<ul style="list-style-type: none"> <li>Aware of where and how ethical decision making influences one's work in student affairs and able to articulate broad and specific standards for student affairs organizations and disciplines</li> </ul>
This student demonstrates a cultural competency skills	<ul style="list-style-type: none"> <li>Unaware of the definition of culture</li> <li>Unaware of the differences between diversity and culture</li> <li>Unaware of power and privilege in higher education</li> </ul>	<ul style="list-style-type: none"> <li>Can define culture</li> <li>Able to discuss the differences between diversity and culture</li> <li>Understands power and privilege in higher education</li> </ul>	<ul style="list-style-type: none"> <li>Can define culture and is able to define institutional and campus culture</li> <li>Able to discuss the differences between diversity and culture and provide examples</li> <li>Understands power and privilege in higher education and provides examples</li> </ul>
This student demonstrates professional networking skills	<ul style="list-style-type: none"> <li>Unaware of the roles that attire, communication, and etiquette have regarding professionalism in student affairs</li> <li>Unable to effectively participate in networking and/or interview settings</li> </ul>	<ul style="list-style-type: none"> <li>Understands the roles that attire, communication, and etiquette have regarding professionalism in student affairs</li> <li>Able to effectively participate in networking and/or interview settings</li> </ul>	<ul style="list-style-type: none"> <li>Able to define one's personal brand as a potential student affairs professional</li> <li>Demonstrate comfort in most networking and interviewing settings</li> </ul>
This student demonstrates the ability to identify and develop personal, academic, and career goals	<ul style="list-style-type: none"> <li>Unaware of strengths and professional weaknesses</li> <li>Unable to define personal and professional goals</li> </ul>	<ul style="list-style-type: none"> <li>Able to clearly identify 1-3 strengths and 1-3 professional weaknesses</li> <li>Able to define 1-3 personal and 1-3 professional goals</li> </ul>	<ul style="list-style-type: none"> <li>Develop a personal mission statement</li> <li>Develop a 1-5 year professional plan</li> </ul>
This student demonstrates awareness and understanding of engaged citizenship	<ul style="list-style-type: none"> <li>Unaware of the history of higher education</li> <li>Unaware of the role that higher education institutions play in communities</li> </ul>	<ul style="list-style-type: none"> <li>Able to discuss the various roles that higher education institutions play in communities</li> <li>Able to discuss the basic</li> </ul>	<ul style="list-style-type: none"> <li>Participate in 1 community service project facilitated by the university and able to discuss the impact on their learning</li> </ul>

and service		history of higher education	<ul style="list-style-type: none"> <li>• Able to identify 1-3 key influences on the history of higher education</li> </ul>
This student demonstrates an understanding about multiple relationships to power and privilege	<ul style="list-style-type: none"> <li>• Unable to discuss the culture of one's current institution</li> <li>• Unaware of what is meant by the term multiple identities</li> <li>• Not able to identify an ally on campus</li> </ul>	<ul style="list-style-type: none"> <li>• Aware of a few elements associated with culture on one's campus</li> <li>• Able to mildly define multiple identities</li> <li>• Able to discuss concepts associated with friends and allies on campus</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and/or develop friends and allies on campus</li> <li>• Clearly define the campus culture of their current institution</li> <li>• Define the various multiple identities that seem most impactful on one's current institution</li> </ul>
This student demonstrates an understanding of the history, mission, and purpose of student affairs and the various institutional types and structures within higher education	<ul style="list-style-type: none"> <li>• Does not understand the relationship between mission and practice at a university</li> <li>• Unable to discuss the current student affairs structure and function at current university</li> <li>• Unable to present a basic understanding of the history of student affairs</li> </ul>	<ul style="list-style-type: none"> <li>• Able to discuss the relationship between mission and practice at a university</li> <li>• Able to discuss the current student affairs structure and function at current university</li> <li>• Able to discuss in general terms the history of student affairs</li> <li>• Share mission statements from various student affairs departments at different universities</li> </ul>	<ul style="list-style-type: none"> <li>• Able to discuss the relationship between mission and practice at a university and provide 1-3 examples</li> <li>• Able to discuss the current student affairs structure and function at current university and provide examples</li> <li>• Able to present key moments that have impacted student affairs throughout history</li> <li>• Discuss key differences between mission statements from various student affairs departments at different universities</li> </ul>
The student demonstrates an understanding of NASPA's organization and structure	<ul style="list-style-type: none"> <li>• Unable to explain NASPA</li> <li>• Unable to locate the NASPA website</li> </ul>	<ul style="list-style-type: none"> <li>• Able to discuss the history of NASPA</li> <li>• Able to locate and utilize the NASPA website to identify 1-3 key ways that one can become involved in NASPA</li> <li>• Identify a NASPA Knowledge Community (KC) of interest</li> </ul>	<ul style="list-style-type: none"> <li>• Able to identify the various regions associated with NASPA</li> <li>• Volunteer at a NASPA conference</li> <li>• Discuss strategies to transition out of NUFP into general NASPA membership</li> <li>• Join a NASPA KC of Interest</li> </ul>