

<i>DIMENSIONS</i>	<i>NS/NA¹</i>	<i>LEVEL OF ACHIEVEMENT</i>		
		1 EMERGING	2 DEVELOPED	3 HIGHLY DEVELOPED
Goal		Student has no goal or goal is too broad and/or unrealistic.	Student has a clearly stated, fairly specific goal.	Student has a clearly stated, specific goal that is achievable, realistic, and time sensitive.
Academic Components		The academic components a) meet some but not all degree requirements b) are not or somewhat aligned with a goal c) are incomplete (may contain only several semesters) d) are unrealistic (e.g., workload too difficult given student's situation) e) appear random or contradictory	The academic components a) meet all degree requirements b) align with goals c) can be realistically accomplished for each semester listed	The academic components a) meet all degree requirements b) align with goals c) can be realistically accomplished for each semester listed d) allow for change if requirement is not offered in a particular semester e) complement each other
Co-Curricular Components		Student has identified some co-curricular activities	a) Student has identified co-curricular activities based on a developing knowledge of his/her goals, interests, & strengths. b) The co-curricular selection is balanced with academics.	a) Student has identified or refined a selection of complementary co-curricular activities that aligns with his/her goals, interests, & strengths. b) The co-curricular selection is balanced with academics.
Investigation		a) Student knows where to find resources related to academic, co-curricular, and career goals. b) Student has conducted little or no investigation on academic, co-curricular, and career goals.	a) Student used resources to guide decision making. b) The student's investigation aligns with his/her goals.	a) Student used resources to guide decision making. b) Student's investigation aligns with his/her goals. c) Student sought out multiple sources of information, including sources that may conflict or provide alternative viewpoints.
Reflection		a) Student cannot or does not describe his/her strengths, weaknesses, interests, values and/or external constraints as they are related to educational or career planning. b) Student does not express an understanding of value of the arts & sciences degree. ²	a) Student explains how his/her strengths, weaknesses, interests, values and/or external constraints apply to educational or career planning. b) Student evaluates whether his/her plan is working and describes appropriate modifications as needed. c) Student demonstrates some understanding of how knowledge and skills of an A&S degree are transferable to different settings.	a) Student confidently explains how his/her strengths, weaknesses, interests, values and/or external constraints apply to educational or career planning and life settings. b) Student regularly evaluates whether his/her plan is working and describes appropriate modifications as needed. c) Student demonstrates full understanding of how knowledge and skills of an A&S degree are transferable to different settings.

¹ NS: not score-able. NA: not applicable² The Arts & Sciences degree includes courses and co-curricular experiences.