

CAROLINA EXCELLENCE IN ACTION

COMPETENCY: SELF-AWARENESS

DEFINITION

Self-Awareness is characterized as recognizing and reflecting on the role of one's values, feelings, interests, abilities and multiple facets of identity in shaping one's thoughts and actions.

SA LEARNING GOAL

Through sustained engagement with our programs and services students develop and express self-awareness.

EXAMPLES OF LEARNING OPPORTUNITIES MAPPED TO SELF-AWARENESS

EDUC 131 Career Exploration
Accessibility Resources and Service Holiday Orientation
LeaderShape
Multicultural Advisor Programming
Global Gap Year
BUSI 526 Leadership in Action
Carolina Summer Reading Program
Financial Literacy Workshops
Masculinity 101
Sustaining Healthy Relationships Online Module
First Year Experience Coffee and Conversations
Industry Nights

(continued)

SELF-AWARENESS SURVEY ITEMS

PLEASE NOTE...

1. When using these questions, apply the following **6 pt. response scale**:
Strongly Disagree/Disagree/Somewhat Disagree/Somewhat Agree/Agree/Strongly Agree
2. All post-event/program surveys that map to Self-Awareness **should include** the 30K level Self-Awareness Survey Item and the Reflection Item. These act as **baseline questions** across Student Affairs. *If the wording of the suggested question does not work for your program or learning opportunity, you can alter the wording or select a more appropriate question from the 10K or 5K questions below.*
3. Post-event/program surveys can include more specific (10K/5K) Self-Awareness questions that align with the program's learning outcomes. You may also generate other questions designed to measure Self-Awareness that work within the context of your programs or learning opportunities.

Include these 30K baseline questions on a survey when the program maps to Self-Awareness

After participating in (add name of program, event, training, leadership role, workshop, session, employment, etc.), I am better equipped to recognize my own characteristics, attitudes, feelings and/or behaviors.

What immediate and/or potential future value did this experience provide you?

OPTIONAL: 10K Level Self-Awareness Survey Items

After participating in *name of program/learning opportunity*, I am better equipped to....

To measure **OR**

Please rate your ability to effectively...before and after participating in *name of program/ learning opportunity*.

- reflect on who I am.
- reflect on what I believe.
- identify the factors that influence my identity.
- make decisions or take actions based on who I am.
- make decisions or take actions based on what I believe.
- advocate for who I am.
- advocate for what I believe.

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OPTIONAL: 5K Level Self-Awareness Survey Items

After participating in *name of program/learning opportunity*, I am better equipped to....

OR

Please rate your ability to effectively...before and after participating in *name of program/ learning opportunity*.

articulate my personal beliefs.
articulate my personal values.
recognize my strengths.
recognize my challenges.
recognize my own emotions.
recognize how my emotions affect me.
recognize how my emotions affect others.
reflect on the influence of _____ in my life. (e.g., gender, race, ethnicity, sexual orientation, economic status, disability, religion, etc.)
connect my thoughts, feelings, behaviors, and goals.
manage my emotions.
set personal goals.
effectively work to attain my goals.
share my thoughts.
share my opinions.
make good decisions in the face of uncertainty.
make good decisions in the face of pressure.
stand up for something I believe in.
take responsibility for (myself/my choices/my actions).
feel comfortable with my body.
feel comfortable with my appearance.
represent myself authentically.
accept who I am.
judge myself more by my own standards and less by what others value.
feel confident in who I am.
feel confident in what I believe.
feel positive about who I am.

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SELF-AWARENESS RUBRIC & SUBSTITUTE RUBRIC ITEMS

PLEASE NOTE...

1. When possible and appropriate, apply a rubric to evaluate students' Self-Awareness. (e.g. evaluating a presentation, written report, written reflections or journal entries, work samples or portfolio, etc.)
2. You may use the Self-Awareness Rubric designed by the Assessment Working Group as is, make revisions to the Self-Awareness Rubric designed by the AWG, or develop your own rubric using items that map to Self-Awareness (see Potential Substitute Items). **It is very important that you use a rubric that makes sense in the context of your program.**
3. If you develop your own rubric, please mirror the **5 performance level format** used by the Assessment Working Group (i.e. Beginning/Transition/Developing/Transition/Sustaining). Using a uniform format will better enable us to aggregate results across Student Affairs.

See following pages for the Self-Awareness Rubric & Additional Items

SELF-AWARENESS RUBRIC
(adapted from CAS, UNLV, and EAB resources)

	BEGINNING	TRANSITION	DEVELOPING	TRANSITION	SUSTAINING
Appraisal	Limits exploration of personal beliefs, values, strengths and challenges. Needs extensive support to engage in self-reflection, and consistent reassurance from others.		Actively explores personal beliefs, values, strengths and challenges. Needs intermittent support to engage in self-reflection, and moderate reassurance from others.		Consistently and intentionally explores personal beliefs, values, strengths, and challenges. Values support, but needs little reassurance from others.
Integration	Unaware of or unwilling to explore various aspects of identity in relation to culture (e.g., gender identity, race, economic status).		Actively recognizes and explores various aspects of identity in relation to culture (e.g., gender identity, race, economic status).		Consistently and intentionally explores various aspects of identity in relation to culture (e.g., gender identity, race, economic status). Helps others do the same.
Application	Rarely reflect on values, beliefs, strengths and challenges before making decisions or taking actions. Needs extensive support to connect thoughts, feelings, and performance/goals.		Inconsistently reflects on values, beliefs, strengths and challenges before making decisions or taking actions. Needs intermittent support to connect thoughts, feelings, and performance/goals.		Consistently reflects on values, beliefs, strengths and challenges before making decisions or taking actions. Consistently and intentionally connects thoughts, feelings, and performance/goals. Helps others do the same.
Advocacy	Rarely self-advocates or shares own views. Very indecisive in the face of uncertainty or pressure. Needs extensive support to accept, feel confident and positive about who they are, and what they believe.		Inconsistently self-advocates or shares own views. Somewhat indecisive in the face of uncertainty or pressure. Needs intermittent support to accept, feel confident and positive about who they are, and what they believe.		Knows when to self-advocate and has confidence the confidence to do so. Can act decisively and make sound decisions in the face of uncertainty or pressure. Accepts, feels confident and positive about who they are, and what they believe. Helps others do the same.

POTENTIAL SUBSTITUTE ITEMS FOR SELF-AWARENESS RUBRIC

Please use the 5 performance level structure: Beginning/Transition/Developing/Transition/Sustaining

Assesses, articulates, and acknowledges personal skills, abilities, and growth areas	Has inaccurate or little insight into personal skills, abilities, and growth areas.	Has basic insight into personal skills, abilities, and growth areas.	Has well-developed and accurate insight into personal skills, abilities, and growth areas. Actively evaluates experiences in terms of drawing on skills and abilities and/or supporting growth areas.
	Unaware of own potential.	Aware of own potential, but not able to recognize it in others.	Aware of own potential and both recognizes and encourages potential in others.
	Describes own performances with general descriptors of success and failure.	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).
	Can sometimes identify strengths and weaknesses, but cannot identify the limits of their abilities and skills.	Can identify strengths and weaknesses, and knows the limits of their abilities and skills; their pursuits cater to their strengths.	Can identify areas of strengths and weaknesses, and uses knowledge of the limits of their abilities and skills to cater pursuits to both suit strengths and improve areas of weakness.
	Unable to identify or target areas or ways to challenge themselves.	May require prompting to identify areas in which to challenge self. May struggle with the ability to prioritize growth areas.	Can identify and prioritize areas of challenge. Seeks ways to address prioritized areas of challenge for growth.
Uses self-knowledge to make decisions	Takes action incongruent with or without considering values, interests, personality, and skills.	Understands concept of acting in congruence with values, interests, personality, and skills but may need reminders or coaching to apply it.	Skillfully and consistently applies concept of acting in congruence with values, interests, personality, and skills.
	Can articulate personal values but cannot use them to guide actions. Values are based on others' values.	Personal values are used to guide actions. Many values are still based on others' values; does not yet consider or reflect upon others' experiences to determine values.	Has clear personal values that are used to consistently guide actions. Most values are based on reflection upon their own and others' experiences.
	Can identify whether actions are congruent with values, but does not question actions or modify behavior.	Can identify whether actions are congruent with values; questions actions, but does not modify behavior.	Can explain, question, and act in accordance with personal and professional values.

	Can identify the purpose of their involvement in the organization, citing at least one personal value.	Can compare and contrast their personal values with those of the organization.	Actively seeks organizations that match or compliment personal value system; can assess the impact an organization has had on one's personal values and the manner in which one's values complement an organization, offering multiple examples and reasons.
	Cannot identify significant past experiences or their impact on current abilities and values.	Can identify significant past experiences and identify limited connections to current abilities and values.	Can identify significant past experiences and articulate their impact on current abilities and values.
Seeks and considers feedback from others	Does not welcome or reflect on feedback.	May accept but does not encourage feedback from others.	Seeks feedback and incorporates skillful reflection on feedback into self-appraisal and behaviors.
	Does not seek feedback from others.	Occasionally seeks feedback from others but does not or inconsistently incorporates feedback into action.	Seeks feedback from others and consistently incorporates feedback into action.
	Is sometimes receptive to feedback from others, but may respond defensively.	Is receptive to feedback with little defensiveness, but may need assistance to reflect on how the feedback relates to the situation and what changes should be made.	Is receptive to feedback from others with no defensiveness, and on their own is able to reflect on how the feedback relates to the situation as well as identify changes that should be made.
Reflects on, and subsequently learns from past experiences	Does not take time to reflect after experiences or upon knowledge acquisition.	May take time to reflect after experiences, but reflection is hurried and lacks clarity or thoroughness.	Skillfully engages in reflection that is thorough and clear. Incorporates skillful reflection into self-appraisal and behaviors.
	Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.
	Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing clarified meanings or indicating somewhat broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.

	Unable to articulate how their decisions contributed to the violation or citation, or deny that it did, or makes excuses for behavior.	Articulates a vague understanding of how their decisions contributed to the violation or citation, but understanding lacks detail.	Articulates a clear and detailed understanding of how their decisions contributed to the violation or citation.
	Does not explain how they could have prevented the situation through use of good decision-making skills or does not think they could have prevented it.	Agrees that they could have prevented the situation through use of good decision-making skills, but cannot explain.	Clearly explains, in detail, how they could have prevented the situation with better decision-making skills.
Draws on personal insights to function without the need for constant reassurance from others	Relies on external cues or feedback, often seeks needless reassurance.	Occasionally relies on external cues and feedback, still needs consistent reassurance.	Confidently functions on their own, consults others only when additional information and/or resources are needed.
	Needs specific and step-by-step instructions from supervisor to complete a project.	Follows instructions to complete a project when given by supervisor.	Needs no instructions from supervisor to complete a project.
Demonstrates recognition of multiple aspects of identity	Unaware of own multiple identities.	Aware of primary identities, but not understanding secondary or invisible identities.	Aware and understanding of own multiple identities and how they impact relationships with other people.
Explores and expresses authentic aspects of self	Student lacks understanding of their own strengths and weaknesses and a clear set of personal standards. No attempt is made to explore and/or reflect on lifestyle and career directions.	Student is actively engaged in the exploration of lifestyle and career directions. Through exploration the student is developing an understanding of their own strengths and weaknesses and a clear set of personal standards.	Through exploration of lifestyle and career directions the student has developed a clear understanding of their own strengths and weaknesses and a clear set of personal standards.