

**Associated Colleges of the South (ACS)
Study Abroad Course
Learning Goal Assessment Rubric**

	Goals	No Evidence	Evident / Milestone	Very Evident / Capstone
1	Develop new skills and insights that will be useful for you while abroad and in the future.	Does not enumerate or discuss the skills and insights that are needed or that have been developed.	Lists the skills and insights that will be needed AND were developed while abroad.	Articulates why such skills and insights are important and how they were developed. Makes an explicit link to the future: how these skills/insights will be used going forward.
2	Explore your expectations, cultural identity, and worldview.	No personal reflection of expectations. No discussion of how cultural identity and worldview affect international engagement.	Lists expectations before departure, and how they have changed through experience. Awareness that cultural identity and worldview dictate expectations and affect engagement.	Thoroughly explores evolution of expectations throughout experience. Discusses how cultural identity and worldview affect engagement, and identifies conscious efforts to modify or expand worldview. Reflects on ways cultural identity also affects engagement at home.
3	Recognize cultural adjustment/transition processes.	No awareness of cultural transition: before-during-after abroad experience.	Basic discussion/listing of markers of cultural adjustment, transition, growth throughout experience.	Articulates important examples of cultural adjustment and transition, AND why these are important. Adjustment and transition are discussed as an ongoing growth process.
4	Develop strategies for engaging with the host culture.	No listing or discussion of strategies before, during, or after abroad experience.	Simple or superficial listing of strategies either before or during the experience.	Fully developed strategies before departure, implemented and adjusted during in-country experience, and reflected upon after experience (what worked or didn't work and why).
5	Articulate the skills and qualities that come from effective education abroad; recognize how these skills develop through actions during preparation, engagement, and re-entry.	No articulation of skills or actions.	Basic articulation of skills and qualities that arise from the abroad experience.	Thorough articulation of skills and qualities, including an understanding of how these skills developed through personal actions during the three phases of the experience.
6	Tell an effective story about your personal and professional growth as a result of your international experience.	No story, or story does not address personal and professional growth.	Story lists elements of personal or professional growth.	Comprehensive story of personal AND professional growth; clear linkages of how such growth results from abroad experience.