Campus Activities Board Rubric

Associated Students, Inc.

Using this rubric, please circle or highlight the components you feel best represent your current skills in *each category*.

	Beginning	Emerging	Applying	Integrating
Leadership	• Awareness of ASI mission, vision, and *values*. • Asks for ideas or suggestions without intending to consider them. • Gives too much attention to tasks or to interpersonal relations in the group.	• Can recite ASI mission, vision, and *values* to others. • Awareness of resources available to guide *decision making*; seldom uses them. • Contributes to achieving group goals, but does not delegate tasks and struggles to *balance* workload.	• Can explain and implement ASI mission, vision, and *values*. • Collaborates with others and contributes to creation of group goals, delegating tasks as needed and maintaining *balance* of responsibilities. • Gives recognition and encouragement.	• Clear understanding and demonstration of ASI mission, vision, and *values*. • *Able to utilize values and principles to make purposeful decisions regarding balance among education, work, and leisure.* • Engages all group members in setting challenging goals and planning for their accomplishment.
Ethics	• Lacks balance between personal values, beliefs, and actions. • Budding awareness of *systemic barriers*; inability to take action.	• Awareness of *systemic barriers* and shows interest in taking action; seeks guidance on how to do so. • Demonstrates an emerging sense of ethical reasoning.	• Aligns beliefs around *equality and inclusiveness* to begin taking steps in *advocacy*. • Student has formulated a sense of ethical reasoning.	• *Identify systemic barriers to equality and inclusiveness, then advocate and justify means for dismantling them.* • Incorporates ethical reasoning into action.
Awareness	• Describes own performances with general descriptors of success and failure. • May not be aware of how they are perceived by others.	• Articulates strengths and challenges to increase effectiveness in different contexts. • Begins to acknowledge perspectives other than their own.	• *Assesses* changes in their own learning over time and makes improvements as needed. • Able to identify the perceptions of others and use them to improve quality of work.	• *Assess, critique, and improve the quality of one's work and one's work environment.* • Understands relationship with others and effectively collaborates on tasks.
Professionalism	• Student exhibits disruptive behaviors and may distract others. • May argue in front of colleagues or supervisors. • May not dress appropriately.	• Student usually maintains professional demeanor; may have difficulty expressing emotions/acting appropriately. • Student may need reminders to follow dress code and to stay on task in order to avoid disrupting others.	• Student consistently demonstrates understanding of professional behavior and consideration of others. • Student usually follows dress code.	• *Communicate a mission, vision, or purpose that encourages commitment and action in others.* • Student maintains professional demeanor and works productively with minimal distraction to task. • Student always follows dress code.
Co-Curricular	• Sees connections between life experiences, work, and academics as they are related to their own interests.	• Compares life experiences and academic knowledge to describe similarities and differences.	• Effectively combines experiences from life, work, and academics to enhance learning.	• Meaningfully synthesizes connections among experiences outside of the classroom to deepen understanding of fields of study and to broaden own points of view.
Campus Activities Board	• Provides ideas and descriptions for programs; little to some knowledge of how to implement • Understands basic email etiquette. May arrive late and unprepared to meetings. • Struggles to manage time in order to complete tasks by deadlines.	• Implements programs with support and guidance of professional staff; some revisions needed • Usually on time for meetings and engagements. Usually communicates necessary information clearly. • Misses deadlines even with guidance from professional staff	• Demonstrates knowledge of programming process; works mostly independently with minimal revisions needed. • Integrates effective campus partnerships into programs; • Prepared and on time for meetings and engagements. Communicates professionally, clearly, and respectfully. • Generally meets deadlines with some guidance from professional staff	• Masters programs with minimal guidance • Demonstrates ability to train others and effectively delegates tasks • Able to articulate how programming benefits the campus community • Maintains professionalism across campus relationships. Represents ASI in a professional manner in all operations. • Consistently meets deadlines without guidance from professional staff.

Employee Name: _____

Employee Initials: _____ Date: _____

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