

# Cougar Pantry 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	<ul style="list-style-type: none"> <li>Awareness of ASI mission, vision, and <i>values</i>.</li> <li>Asks for ideas or suggestions without intending to consider them.</li> <li>Gives too much attention to tasks or to interpersonal relations in the group.</li> </ul>	<ul style="list-style-type: none"> <li>Can recite ASI mission, vision, and <i>values</i> to others.</li> <li>Awareness of resources available to guide <i>decision-making</i>; seldom uses them.</li> <li>Contributes to achieving group goals, but does not delegate tasks and struggles to <i>balance</i> workload.</li> </ul>	<ul style="list-style-type: none"> <li>Can explain and implement ASI mission, vision, and <i>values</i>.</li> <li>Collaborates with others and contributes to creation of group goals, delegating tasks as needed and maintaining <i>balance</i> of responsibilities.</li> <li>Gives recognition and encouragement.</li> </ul>	<ul style="list-style-type: none"> <li>Clear understanding and demonstration of ASI mission, vision, and <i>values</i>.</li> <li><i>Able to utilize values and principles to make purposeful decisions regarding balance among education, work, and leisure.</i></li> <li>Engages all group members in setting challenging goals and planning for their accomplishment.</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>Lacks balance between personal values, beliefs, and actions.</li> <li>Budding awareness of <i>systemic barriers</i>; inability to take action.</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of <i>systemic barriers</i> and shows interest in taking action; seeks guidance on how to do so.</li> <li>Demonstrates an emerging sense of ethical reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>Aligns beliefs around <i>equality and inclusiveness</i> to begin taking steps in <i>advocacy</i>.</li> <li>Student has formulated a sense of ethical reasoning.</li> </ul>	<ul style="list-style-type: none"> <li><i>Identify systemic barriers to equality and inclusiveness, then advocate and justify means for dismantling them.</i></li> <li>Incorporates ethical reasoning into action.</li> </ul>
Awareness	<ul style="list-style-type: none"> <li>Describes own performances with general descriptors of success and failure.</li> <li>May not be aware of how they are perceived by others.</li> </ul>	<ul style="list-style-type: none"> <li>Articulates strengths and challenges to increase effectiveness in different contexts.</li> <li>Begins to acknowledge perspectives other than their own.</li> </ul>	<ul style="list-style-type: none"> <li>Assesses changes in their own learning over time and makes improvements as needed.</li> <li>Able to identify the perceptions of others and use them to improve quality of work.</li> </ul>	<ul style="list-style-type: none"> <li><i>Assess, critique, and improve the quality of one's work and one's work environment.</i></li> <li>Understands relationship with others and effectively collaborates on tasks.</li> </ul>
Professionalism	<ul style="list-style-type: none"> <li>Student exhibits disruptive behaviors and may distract others.</li> <li>May argue in front of colleagues or supervisors.</li> <li>May not dress appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Student usually maintains professional demeanor; may have difficulty expressing emotions/acting appropriately.</li> <li>Student may need reminders to follow dress code and to stay on task in order to avoid disrupting others.</li> </ul>	<ul style="list-style-type: none"> <li>Student consistently demonstrates understanding of professional behavior and consideration of others.</li> <li>Student usually follows dress code.</li> </ul>	<ul style="list-style-type: none"> <li><i>Communicate a mission, vision, or purpose that encourages commitment and action in others.</i></li> <li>Student maintains professional demeanor and works productively with minimal distraction to task.</li> <li>Student always follows dress code.</li> </ul>
Co-Curricular	<ul style="list-style-type: none"> <li>Sees connections between life experiences, work, and academics as they are related to their own interests.</li> </ul>	<ul style="list-style-type: none"> <li>Compares life experiences and academic knowledge to describe similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>Effectively combines experiences from life, work, and academics to enhance learning.</li> </ul>	<ul style="list-style-type: none"> <li>Meaningfully synthesizes connections among experiences outside of the classroom to deepen understanding of fields of study and to broaden own points of view.</li> </ul>
Cougar Pantry	<ul style="list-style-type: none"> <li>Basic communication skills</li> <li>Arrives on time for all shifts and distributions</li> <li>Provides ideas and descriptions for programs; little to some knowledge of implementation</li> <li>Awareness of the issue of food insecurity</li> <li>Struggles to manage time in order to complete tasks by deadlines</li> </ul>	<ul style="list-style-type: none"> <li>Educates peers about the issue of food insecurity</li> <li>Able to plan small scale events that serve the campus population about food insecurity</li> <li>Coordinates marketing for events with MCT</li> <li>Stays well-informed of current events on campus</li> <li>Misses deadlines even with guidance from professional staff</li> </ul>	<ul style="list-style-type: none"> <li>Identifies ways to improve upon current policies and procedures</li> <li>Leads larger scale events with campus partners</li> <li>Seeks collaborative relationships and co-sponsorship opportunities</li> <li>Uses independent judgment to solve problems and make decisions</li> <li>Generally, meets deadlines with some guidance from professional staff</li> </ul>	<ul style="list-style-type: none"> <li>Examines the issue of food insecurity from different social and/or systemic perspectives</li> <li>Identifies causes of food insecurity and possible solutions on campus</li> <li>Able to articulate how programming serves, engages, and empowers CSUSM students</li> <li>Consistently meets deadlines without guidance from professional staff.</li> </ul>

Employee Name: \_\_\_\_\_  
 Employee Initials: \_\_\_\_\_ Date: \_\_\_\_\_

Last updated: November 20, 2020



