

APPENDIX 2

STUDENT ACTIVITIES CREW RUBRIC

Name of Student _____ Date Completed _____

Completed by _____

SKILL	Beginning	Developing	Accomplished	Exemplary
Personal Leadership				
Self-Awareness	Shows minimal awareness of own leadership style, strengths, weaknesses, etc.	Is able to identify own leadership style, some strengths, maybe some weaknesses. Struggles to receive feedback regarding weaknesses.	Able to identify own leadership style, strengths and weaknesses and is able to receive and begin to act on constructive feedback.	Articulates insights into own strengths and weaknesses and how they impact their leadership style. Actively seeks out feedback about performance, style, etc.
Reflection	Reviews prior learning at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.	Reviews prior learning with some depth, revealing slightly clarified meaning or indicating a somewhat broader perspective about educational or life events	Reviews prior learning in depth, revealing fully clarified meaning or indicating broader perspectives about educational or life events.	Reviews prior learning in depth, to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth and maturity over time.
Leadership	Does not see themselves as a role model. Engages in inappropriate behavior in public and private settings. Does not think of the consequences of the inappropriate behavior.	Has some understanding that others may be influenced by the actions that they take. Engages in appropriate behavior in public settings, but does not see problem with inappropriate behavior "behind the scenes". Understands consequences, but thinks they will not get caught.	Understands fully the impact of their actions and some understanding of their values and attitudes may have on others. Seeks to engage in appropriate behavior for each setting, but struggles with time and place from time to time. Understands consequences, but does	Understands the full impact of their values, attitudes, and actions may have on other individuals, no matter the time/place. Engages in appropriate behavior no matter the setting. Thinks through the full consequences of behaviors.

			not always consider them.	
Event Design & Management				
Facilitation/Delegation	Does not take into account organizational goals when designing programs. Facilitates program mainly on his/her own. Often does not plan ahead for issues that may arise the day of the event. Does not ask for help when needed.	Sometimes takes into account organizational goals when designing programs. Has some ability to plan ahead and delegate workload appropriately. Seeks help when needed. May mention areas of risk management to be addressed.	Takes into account organizational goals when designing programs and connects programs to the needs of campus. Has the ability to plan ahead and delegate workload appropriately. Seeks help when needed and acts as a leader the day of the event. Understands areas of risk management to be addressed.	Always considers organizational goals and campus needs when planning programs. Plans ahead, delegates workload appropriately and understands all areas of planning an event. Has solid leadership the day of the event and seeks assistance and feedback from others. Addresses areas of risk management. Is able to help others plan events and share their skills as needed.
Adaptability	Does not take into account alternate plans and struggles to adapt to changing environments.	Sometimes has alternate plans for events. Has some ability to plan ahead for contingencies. May mention areas that might need to be adjusted	Takes into account alternative options when designing programs. Has the ability to plan ahead and is prepared for unforeseen challenges. Seeks help when needed for unexpected challenges.	Always considers alternative plans and campus needs when planning programs. Plans ahead, delegates workload appropriately and understands all contingencies when unexpected challenges arise. Has solid leadership the day of the event and

				seeks assistance when challenges arise. Their
Computers	Knows how to turn on a computer and plug it in.	Knows how to operate multiple devices and connect them to Hansen.	Knows how to operate, run, and connect various devices to Hansen.	Knows how to operate, run, and connect various devices to Hansen. Also knows how to troubleshoot issues that arise with computers.
Hansen knowledge and setups	Knows in general where all equipment is and where it should go.	Knows where all equipment is and various setups for various events	Knows where all equipment is along with understanding of that equipment and what is used for. Knows most setups for various setups for various events.	Knows where all equipment is along with understanding of that equipment and what is used for. Knows all setups for various setups for various events, can also customize an event based on guest needs.
Sound	Knows how to setup and operate soundboard and adjust channel levels.	Knows how to setup and operate soundboard and adjust channel levels, along with adjusting monitors and live mixing during a show.	Knows how to setup and operate soundboard and adjust channel levels, along with adjusting monitors, work through issues, reduce feedback, and save scenes.	Knows how to setup and operate soundboard, EQ, connect all devices to board, monitor mixes, and create perfect sound for various events.

Lighting	Knows how to setup and operate light board and adjust lighting levels.	Knows how to setup and operate light board and adjust channel levels, along with live mixing during a show.	Knows how to setup and operate light board and adjust levels, along with creating and cues, effects, work through issues, and save scenes.	Knows how to setup and operate light board, adjust levels, create and edit effects, light design an entire show, and music match with lights, for various events.
Intercultural Knowledge and Awareness				
Interactions with Others	Interacts mainly with individuals with similar identities to self. Avoids interactions that lead to conflict because of difference. Does not affirm choices and beliefs that differ from their own.	Has some conflict or meaningful encounter with the other. May use observation, conversations or media to gain more insight into others. Engages in interactions where multiple perspectives exist.	Willingly interacts with others who they see as different from them. May begin to advocate for others. May “try on” someone else’s differences. Begins to implement strategies for positively impacting group norms and intergroup relations. Exhibits a willingness to reach out to others.	Ability to affirm choices and beliefs different from their own. Willingness to advocate and provide for others. Engages in interactions that are based on understanding and appreciation for differences. Ability to gain trust and respect of individuals who are different from themselves. Increasingly able to interact confidently with others.
Collaboration/Teamwork				
Fosters Constructive Team Climate	Supports a constructive team climate by doing any one of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication 	Supports a constructive team climate by doing any two of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Motivates teammates by expressing confidence about the importance of the 	Supports a constructive team climate by doing any three of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. Motivates teammates by expressing confidence about the importance of 	Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Motivates teammates by expressing confidence about the importance of

	<ul style="list-style-type: none"> • Motivates teammates by expressing confidence about the importance of the task and team's ability to accomplish it. • Provides assistance and/or encouragement to team members. • Provides positive support for the team during stressful situations. 	<p>task and team's ability to accomplish it.</p> <ul style="list-style-type: none"> • Provides assistance and/or encouragement to team members. • Provides positive support for the team during stressful situations. 	<p>the task and team's ability to accomplish it.</p> <ul style="list-style-type: none"> • Provides assistance and/or encouragement to team members. • Provides positive support for the team during stressful situations. 	<p>the task and team's ability to accomplish it.</p> <ul style="list-style-type: none"> • Provides assistance and/or encouragement to team members. • Provides positive support for the team during stressful situations.
Responds to Conflict	Passively accepts alternate viewpoints/ideas/opinion or avoids conflict altogether.	Redirecting focus toward common ground, toward task at hand and away from conflict.	Identifies and acknowledges conflict and stays appropriately engaged with it, may begin to attempt to assist in the resolution for the conflict.	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.
Interpersonal Communication/Relationships				
Communication	Communication is often unclear. Delivery techniques (Oral: posture, gesture, eye contact and vocal expressiveness; Written: spelling, grammar, language detract from the understandability of	Communication is somewhat understandable but is not memorable. Delivery techniques (Oral: posture, gesture, eye contact and vocal expressiveness; Written: spelling, grammar, language) make the communication understandable. Speaker may seem tentative.	Communication is clear and consistent with the supporting material. Delivery techniques (Oral: posture, gesture, eye contact and vocal expressiveness; Written: spelling, grammar, language) make the communication interesting. Speaker	Communication is compelling and precisely stated. Delivery techniques (Oral: posture, gesture, eye contact and vocal expressiveness; Written: spelling, grammar, language) make the communication compelling. Speaker appears confident and

	the communication. Speaker may seem uncomfortable.		appears comfortable. Including interacting with artists and agents.	polished. Including interacting with artists, agents, administrators, students, and an audience.
Context	Is unaware of the audience, and makes no changes in language, demeanor, information shared and delivery.	May be aware of different individuals but makes little effort to change language, demeanor, information shared and delivery.	Is aware of different individuals and makes some effort to change language, demeanor, information shared and delivery.	Is fully aware of the audience and changes language, demeanor, information shared and delivery to best match audience.
Empathy/Inclusive	Finds it difficult to accept others' feelings; does not understand others' motivations; shows no or little interest in others' opinions.	Accepts others' feelings; does not understand others' motivation and shows no or little interest in seeking to understand others.	Accepts others' feelings; does not understand others' motivation and shows some interest in seeking to understand others. Listens to others' perspectives, but does not seek out more information.	Puts self in others' shoes; accepts and understands the feelings and motivations of others; takes steps to deepen understanding. Understands inclusive programming practices.

What are three things that you want to learn more about?

1.

2.

3.

What are three goals you have this semester?

1.

2.

3.

*Modified from NACA Leadership Competencies

STUDENT ACTIVITIES PROGRAMMER RUBRIC

Name of Student _____ Date Completed _____ Completed by _____

SKILL	Beginning	Developing	Accomplished	Exemplary
Personal Leadership				
Self-Awareness	Shows minimal awareness of own leadership style, strengths, weaknesses, etc.	Is able to identify own leadership style, some strengths, maybe some weaknesses. Struggles to receive feedback regarding weaknesses.	Able to identify own leadership style, strengths and weaknesses and is able to receive and begin to act on constructive feedback.	Articulates insights into own strengths and weaknesses and how they impact their leadership style. Actively seeks out feedback about performance, style, etc.
Reflection	Reviews program at surface level without too much thought. Does not back up any reflection or come up with future ideas for solutions.	Reviews program with some depth, revealing some justification. Does not come up with future solutions.	Reviews program in depth, creating a number of alternative solutions for the future and provide some amount of justification for their reasoning.	Reviews program in depth, to reveal significant number of alternative solutions for the future and with a large amount of justification.
Leadership	Does not see themselves as a role model. Engages in inappropriate behavior in public and private settings. Does not think of the consequences of the inappropriate behavior.	Has some understanding that others may be influenced by the actions that they take. Engages in appropriate behavior in public settings, but does not see problem with inappropriate behavior "behind the scenes". Understands consequences, but may not always consider	Understands fully the impact of their actions and some understanding of their values and attitudes may have on others. Seeks to engage in appropriate behavior for each setting, but struggles with time and place from time to time. Understands	Understands the full impact of their values, attitudes, and actions may have on other individuals, no matter the time/place. Engages in appropriate behavior no matter the setting. Thinks through the full consequences of behaviors.

		them.	consequences, but does not always consider them.	
Event Design & Management				
Facilitation/Delegation	Does not take into account organizational goals when designing programs. Facilitates program mainly on his/her own. Often does not plan ahead for issues that may arise the day of the event. Does not ask for help when needed. Tends to undertake tasks that are easier than taking on a challenge.	Sometimes takes into account organizational goals when designing programs. Has some ability to plan ahead and delegate workload appropriately. Seeks help when needed. May mention areas of risk management to be addressed.	Takes into account organizational goals when designing programs and connects programs to the needs of campus. Has the ability to plan ahead and delegate workload appropriately. Seeks help when needed and acts as a leader the day of the event. Understands areas of risk management to be addressed.	Always considers organizational goals and campus needs when planning programs. Plans ahead, delegates workload appropriately and understands all areas of planning an event. Has solid leadership the day of the event and seeks assistance and feedback from others. Addresses areas of risk management. Is able to help others plan events and share their skills as needed.
Adaptability	Does not take into account alternate plans and struggles to adapt to changing environments.	Sometimes has alternate plans for events. Has some ability to plan ahead for contingencies. May mention areas that might need to be adjusted	Takes into account alternative options when designing programs. Has the ability to plan ahead and is prepared for unforeseen challenges. Seeks in engage in appropriate behavior for each setting but may struggle on occasion. Understands	Always considers alternative plans and campus needs when planning programs. Plans ahead, delegates workload appropriately and understands all contingencies when unexpected challenges arise. Has solid leadership the day of the event and

			consequences and almost always considers them.	seeks assistance when challenges arise. Their
Intercultural Knowledge and Awareness				
Interactions with Others	Interacts mainly with individuals with similar identities to self. Avoids interactions that lead to conflict because of difference. Does not affirm choices and beliefs that differ from their own.	Has some conflict or meaningful encounter with the other. May use observation, conversations or media to gain more insight into others. Engages in interactions where multiple perspectives exist.	Willingly interacts with others who they see as different from them. May begin to advocate for others. May “try on” someone else’s differences. Begins to implement strategies for positively impacting group norms and intergroup relations. Exhibits a willingness to reach out to others.	Ability to affirm choices and beliefs different from their own. Willingness to advocate and provide for others. Engages in interactions that are based on understanding and appreciation for differences. Ability to gain trust and respect of individuals who are different from themselves. Increasingly able to interact confidently with others.
Collaboration/Teamwork				
Fosters Constructive Team Climate	Supports a constructive team climate by doing any one of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication • Motivates 	Supports a constructive team climate by doing any two of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Motivates teammates by expressing confidence about the importance of the task and team’s ability to 	Supports a constructive team climate by doing any three of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. Motivates teammates by expressing confidence about the importance of the task and team’s 	Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Motivates teammates by expressing confidence about the importance of the task and team’s

	<p>teammates by expressing confidence about the importance of the task and team's ability to accomplish it.</p> <ul style="list-style-type: none"> • Provides assistance and/or encouragement to team members. • Provides positive support for the team during stressful situations. <p>Notice.</p>	<p>accomplish it.</p> <ul style="list-style-type: none"> • Provides assistance and/or encouragement to team members. • Provides positive support for the team during stressful situations. 	<p>ability to accomplish it.</p> <ul style="list-style-type: none"> • Provides assistance and/or encouragement to team members. • Provides positive support for the team during stressful situations. 	<p>ability to accomplish it.</p> <ul style="list-style-type: none"> • Provides assistance and/or encouragement to team members. • Provides positive support for the team during stressful situations.
Responds to Conflict	<p>Passively accepts alternate viewpoints/ideas/opinion or avoids conflict altogether.</p>	<p>Redirecting focus toward common ground, toward task at hand and away from conflict.</p>	<p>Identifies and acknowledges conflict and stays appropriately engaged with it, attempts to assist in reflection of conflict and usually reaches desired solution.</p>	<p>Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness. Always finds resolution for conflict taking place.</p>
Interpersonal Communication/Relationships				
Communication	<p>Communication is often unclear. Delivery techniques (Oral: posture, gesture, eye contact and vocal expressiveness; Written: spelling, grammar, language)</p>	<p>Communication is somewhat understandable but is not memorable. Delivery techniques (Oral: posture, gesture, eye contact and vocal expressiveness; Written: spelling, grammar, language) make the communication</p>	<p>Communication is clear and consistent with the supporting material. Delivery techniques (Oral: posture, gesture, eye contact and vocal expressiveness; Written: spelling, grammar, language) make the</p>	<p>Communication is compelling and precisely stated. Delivery techniques (Oral: posture, gesture, eye contact and vocal expressiveness; Written: spelling, grammar, language) make the communication</p>

	detract from the understandability of the communication. Speaker may seem uncomfortable.	understandable. Speaker may seem tentative.	communication interesting. Speaker appears comfortable. Including interacting with artists and agents.	compelling. Speaker appears confident and polished. Including interacting with artists, agents, administrators, students, and an audience.
Context	Is unaware of the audience, and makes no changes in language, demeanor, information shared and delivery.	May be aware of different individuals but makes little effort to change language, demeanor, information shared and delivery.	Is aware of different individuals and makes some effort to change language, demeanor, information shared and delivery.	Is fully aware of the audience and changes language, demeanor, information shared and delivery to best match audience.
Empathy/Inclusive	Finds it difficult to accept others' feelings; does not understand others' motivations; shows no or little interest in others' opinions.	Accepts others' feelings; does not understand others' motivation and shows no or little interest in seeking to understand others.	Accepts others' feelings; does not understand others' motivation and shows some interest in seeking to understand others. Listens to others' perspectives, and may not always understand others motivations but try to gain an understanding by seeking out some information.	Puts self in others' shoes; accepts and understands the feelings and motivations of others; takes steps to deepen understanding. Understands inclusive programming practices.
Responsibilities				
Programmer Responsibilities	Attends weekly meetings sometimes, doesn't inform anyone if he/she doesn't attend. Contributes to discussions sometimes but not often. Doesn't reflect on programs after completion. May create some	Attends weekly meetings regularly. Contributes to discussion but sometimes may find it difficult to convey thoughts. Helps with marketing but once again struggles to share ideas.	Attends weekly meetings every week. Contributes to discussion and always reflects on the needs of the student. Considers all aspects of a program, creates alternate plans and very helpful in the creation of marketing techniques.	Attends weekly meetings regularly on time. Creates programs that reflect the needs of the student by working with them. Creates and promotes strong marketing plans. Stays regularly involved with social media. Understand contracts and legal language.

	marketing techniques but doesn't contribute too much.			
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What are three things that you want to learn more about?

- 1.
- 2.
- 3.

What are three goals you have this semester?

- 1.
- 2.
- 3.

*Modified from NACA Leadership Competencies