

Associated Students, Inc. of CSUSM Media & Communications Team Rubric

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"> Awareness of ASI mission, vision, and <i>values</i>. Asks for ideas or suggestions without intending to consider them. Gives too much attention to tasks or to interpersonal relations in the group. 	<ul style="list-style-type: none"> Can recite ASI mission, vision, and <i>values</i> to others. Awareness of resources available to guide <i>decision making</i>; seldom uses them. Contributes to achieving group goals but does not delegate task and struggles to <i>balance</i> workload. 	<ul style="list-style-type: none"> Can explain and implement ASI mission, vision, and <i>values</i>. Collaborates with others and contributes to creation of group goals, delegating tasks as needed and maintaining <i>balance</i> of responsibilities. Gives recognition and encouragement. 	<ul style="list-style-type: none"> Clear understanding and demonstration of ASI mission, vision, and <i>values</i>. <i>Able to utilize values and principles to make purposeful decisions regarding balance among education, work, and leisure.</i> Engages all group members in setting challenging goals and planning for their accomplishment.
Ethics	<ul style="list-style-type: none"> Lacks balance between personal values, beliefs, and actions. Budding awareness of <i>systemic barriers</i>; inability to take action. 	<ul style="list-style-type: none"> Awareness of <i>systemic barriers</i> and shows interest in taking action; seeks guidance on how to do so. Demonstrates an emerging sense of ethical reasoning. 	<ul style="list-style-type: none"> Aligns beliefs around <i>equality and inclusiveness</i> to begin taking steps in <i>advocacy</i>. Student has formulated a sense of ethical reasoning. 	<ul style="list-style-type: none"> <i>Identify systemic barriers to equality and inclusiveness, then advocate and justify means for dismantling them.</i> Incorporates ethical reasoning into action.
Awareness	<ul style="list-style-type: none"> Describes own performances with general descriptors of success and failure. May not be aware of how they are perceived by others. 	<ul style="list-style-type: none"> Articulates strengths and challenges to increase effectiveness in different contexts. Begins to acknowledge perspectives other than their own. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> <i>Assess, critique, and improve the quality of one's work and one's work environment.</i> Understands relationship with others and effectively collaborates on tasks.
Professionalism	<ul style="list-style-type: none"> Student exhibits disruptive behaviors and may distract others. May argue in front of colleagues or supervisors. May not dress appropriately. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Student consistently demonstrates understanding of professional behavior and consideration of others. Student usually follows dress code. 	<ul style="list-style-type: none"> <i>Communicate a mission, vision, or purpose that encourages commitment and action in others.</i> Student maintains professional demeanor and works productively with minimal distraction to task. Student always follows dress code.
Co-Curricular	<ul style="list-style-type: none"> Sees connections between life experiences, work, and academics as they are related to their own interests. 	<ul style="list-style-type: none"> Compares life experiences and academic knowledge to describe similarities and differences. 	<ul style="list-style-type: none"> Effectively combines experiences from life, work, and academics to enhance learning. 	<ul style="list-style-type: none"> Meaningfully synthesizes connections among experiences outside of the classroom to deepen understanding of fields of study and to broaden own points of view

Employee Name: _____

Employer Initials: _____ Date: _____

Last updated: October 19, 2020



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Media & Communications Team				
	Beginning	Emerging	Applying	Integrating
Graphics	<ul style="list-style-type: none"> Basic skills in Adobe Illustrator and/or Photoshop Create basic designs with guidance from supervisor, unaware of message and intention behind design Awareness of style guide and ASI brand 	<ul style="list-style-type: none"> Mostly independent in Adobe Illustrator and/or Photoshop with some guidance Create designs with some guidance from supervisor, budding awareness of message and intention behind design Utilizes ASI style guide with occasional errors 	<ul style="list-style-type: none"> Proficient in Adobe Illustrator and/or Photoshop with minimal guidance Create designs that demonstrate inclusivity and align with the message and intention of the initiative/event/organization Utilizes style guide with minimal errors 	<ul style="list-style-type: none"> Mastery in Adobe Illustrator and/or Photoshop with no guidance and teaches others Expands upon designs and strategizes direction and/or message within projects with no guidance from supervisor Displays mastery of style guide and challenges design continuity with ASI brand
Photo	<ul style="list-style-type: none"> Photographs in auto or aperture priority Photographs and event or initiative with guidance from supervisor or team Basic skills in Adobe Lightroom 	<ul style="list-style-type: none"> Emerging understanding of manual photography Confident working an event or project with guidance from a team lead Mostly independent in Adobe Lightroom with some guidance 	<ul style="list-style-type: none"> Proficient understanding of manual photography. Able to quickly adjust settings on camera to get best image Can photograph events, portraits, and product photography with minimal guidance from supervisor Proficient in Adobe Lightroom with minimal guidance 	<ul style="list-style-type: none"> Mastery in manual photography. Able to teach others Develops photo campaigns and works independently with little to no guidance from supervisor Mastery in Adobe Lightroom with no guidance and teaches others
Video	<ul style="list-style-type: none"> Assists other team members with video shoots General knowledge of linear video editing software (Adobe Premiere Pro) Shares ideas and assists with storyboard or outline of video. 	<ul style="list-style-type: none"> Operates a camera on a tripod and understands frame rates/aspect ratios (1080p vs 4k) Able to edit and export on linear video editing software (Adobe Premiere Pro) Strategizes direction of video with team members 	<ul style="list-style-type: none"> Operates a camera, lighting, and other accessories independently (stabilizer, etc.) Able to create creative transitions and edit audio in software (sound design) Strategizes, story boards, and video outlines with minimal guidance 	<ul style="list-style-type: none"> Creates Creative transitions and movements while filming a project Able to edit and export multiple video assets from one project. Able to create original sounds (foley) to elevate video project. Conceptualizes entire video and assigns project tasks to others
Client Interaction	<ul style="list-style-type: none"> Ability to email and navigate Basecamp communications with clients with some mistakes 	<ul style="list-style-type: none"> Ability to present media & communications scope of service and provide a general direction for marketing campaigns with minimal errors 	<ul style="list-style-type: none"> Ability to consult and direct clients towards an appropriate marketing campaign deliverable 	<ul style="list-style-type: none"> Ability to establish boundaries and assign roles to MCT and client Ability to establish deadlines for project milestones and encourage the timely completion of deadlines.
Media Communications	<ul style="list-style-type: none"> General Understanding of social media platforms Understands posting schedule, but does not utilize well Shares social media ideas with client and MCT 	<ul style="list-style-type: none"> Begins to understand accessibility and how ASI utilizes social media Some understanding of posting schedule with frequent errors Collaboratively works with client and other media specialists to create a campaign 	<ul style="list-style-type: none"> Independently creates website and social media product and captions Schedules social media posts ahead of time with minimal errors Independently creates a social media campaign for client 	<ul style="list-style-type: none"> Proofs MCT staff, social media posts, website, and any other related content Plans ahead and implements a posting schedule; can identify opportunities for additional marketing Develops social media campaigns and assigns tasks to media specialist

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