

Lubin LPE On-campus Leadership/Co-curricular Experience – Learning Goals, Process, and Rubrics

Learning Outcomes: The goals for students engaged in non-work on-campus LPE experiences include the following:

1. Clearly articulate their experiences and accomplishments in the on-campus activity, connecting their on-campus activity to their career goals and professional skills.
2. Clearly describe the impact their involvement had on their personal, social, and academic growth.
3. Explain the decision making process for a project and/or proposed ideas explaining the logical reasoning process.
4. Describe how learned experiences will be applied in the future to better serve their community or to perform their work both on and off campus.

Specific Learning Outcomes: In order to receive LPE credit for on-campus activities, students must demonstrate proficiency in **at least 3** of the following areas, further defined below:

1. Communicate effectively through the written word.
2. Effectively communicate verbally.
3. Work collaboratively with others.
4. Successfully delegate projects and tasks to others.
5. Effectively and efficiently run a meeting.

Process of receiving credit for on-campus experiences:

1. Learning outcomes and rubrics will be posted online for students.
2. Students apply for credit by writing about their on-campus activity and how they have demonstrated proficiency and accomplishment of the learning outcomes.
3. Organization/activity advisor/coach for on-campus activity completes evaluation of 5 learning outcomes for the student.
4. Lubin LPE Counselor and one other committee member evaluate the application against learning outcomes (above) and rubrics (below).
5. Clear passes and clear failures are communicated to the student.
6. Students with borderline applications are invited to present their application case before the committee for further evaluation.

Guidelines for on-campus experiences that will satisfy this LPE requirement:

1. Student has been involved for at least 1 full semester (4 months).
2. Student has taken a substantial leadership role, although this does not require a formally elected position.

Some examples of on-campus activities that might satisfy this LPE requirement include: SGA officer, orientation leader, member of the Setter's Leadership Program or House, Pace Perk, Welcome Center Representatives (tour guides), Resident Assistant.

Learning Outcome Rubric –Communicate effectively through the written word

To demonstrate that they can Communicate Effectively through the written word, students must be able to:

- Accurately convey the intent of their message when writing
- Structure written communication that is clear, logical, and easy to follow
- Select and incorporate appropriate supporting materials
- Effectively adjust their writing styles to appropriately address the audience

Written Communication Rubric

	BEGINNER: Awareness or base level knowledge	INTERMEDIATE: Apply the concept somewhat	ADVANCED: Intentional and effective application
Clarity	Rarely provides a clear main idea supported by sufficient details	Occasionally provides a clear main idea supported by sufficient details.	Consistently provides a clear main idea supported by rich, vivid, and powerful details.
Purpose	Does not exhibit the ability to identify different purposes and types of communication.	Can occasionally identify and adjust to specific purposes of communication (e.g. entertain, inspire, motivate, understanding, persuasion).	Can consistently identify and adjust to specific purposes of communication (e.g. entertain, inspire, motivate, understanding, persuasion).
Content	Written work does not adequately address the topic. Assumptions or claims are not supported by evidence.	Written work is sufficient to cover the topic. Assumptions or claims are weakly supported by evidence.	Written work provides in-depth coverage of the topic. Assumptions or claims are clearly supported by evidence.

Learning Outcome Rubric - Effectively Communicate Verbally

To demonstrate that they can Communicate Effectively through the written word, students must be able to:

- Accurately convey the intent of their message when speaking
- Structure a speech that is clear and easy to follow
- Maintain self-confidence when speaking to an audience
- Field questions from the audience and address them satisfactorily

Verbal Communication Rubric

	BEGINNER: Awareness or base level knowledge	INTERMEDIATE: Apply the concept somewhat	ADVANCED: Intentional and effective application
Content and knowledge	Seems uncomfortable with the content; cannot answer questions satisfactorily	Seems somewhat comfortable with the content; can answer only some questions satisfactorily	Seems completely comfortable with the content; can answer all questions satisfactorily
Delivery of content	Is difficult to hear and/or does not enunciate well.	Is sometimes easy to hear and/or sometimes enunciates well; inconsistent	Is consistently easy to hear and enunciates well.
Delivery mannerisms	Does not have sufficient eye contact with audience; has nervous habits that distract	Has irregular eye contact with audience; has nervous habits that may be an occasional distraction	Consistently makes eye contact with audience; has no distracting nervous habits

Learning Outcome Rubric – Work Collaboratively with Others

To demonstrate that they can work collaboratively in teams, students must be able to:

- Use communication skills to enable all group members to coordinate work on the group’s tasks.
- Clarify roles and strive for fair/equal contributions to the team’s work.
- Allow and address conflicts and differences of opinion with civility and respect.

Team Work Rubric

	BEGINNER: Awareness or base level knowledge	INTERMEDIATE: Apply the concept somewhat	ADVANCED: Intentional and effective application
Establishment of the team	Gathers the team together for an initial meeting and talks about what needs to be done, but does not spend time ensuring everyone knows each other and is comfortable and aware of their role within the team. Team members are not comfortable voicing their opinions or do not feel valued on the team.	Gathers the team together for an initial meeting; ensures the team has a shared goal and each member understands the desired outcome.	Creates a team mentality, ensuring shared goals and clear deliverables. Creates a safe place and comfortable atmosphere; identifies and utilizes available resources to orient group to task or function and break down interpersonal barriers.
Delegation of team’s work	Relies on one or a few team members; does not ensure all team members are involved in the work; does not evenly delegate work.	Recognizes need to delegate work fairly, but has difficulty in ensuring the workload is equal.	Clarifies roles and expectations of each team member; ensures a fair/equal contribution of each member to the team’s output
Conflict Management	Does not recognize the need for assistance; advisor initiates conversations regarding conflicts and differences.	Recognizes need for assistance and initiates conversations with advisor to seek guidance	Independently encourages and facilitates constructive and appropriate conflict; reminds group of task and purpose of group maintains safe space ensures all can speak.
Communication and reflection	Misses team meetings or does not respond to team communications. Does not know where team is in process of doing the work.	Is late or missing from team conversations (electronic or in person); is only generally aware of progress of the team towards its goals.	Communicates individual and team progress. Ensures reflection of each team member about their role and the overall team’s progress.
Accountability	Does not meet team deliverables or turns in sub-standard work.	Meets some but not all deliverables; does adequate work.	Establishes and meets team deliverables in terms of both the quality of the work and timeliness of performing the work. Takes responsibility for any work not done on time or up to expectations.

Learning Outcome Rubric – Successfully Delegate Projects and Tasks to Others

To demonstrate that they can Communicate Effectively through the written word, students must be able to:

- Articulate the reasons to delegate to others
- Be able to successfully delegate projects and tasks to others

Successfully Delegate Rubric

	BEGINNER: Awareness or base level knowledge	INTERMEDIATE: Apply the concept somewhat	ADVANCED: Intentional and effective application
Knows how to delegate	Does not have a system in place to delegate. Does not explain why he/she is delegating tasks.	Gives a general explanation of why delegating tasks is necessary for the group. Follows some of the steps but does not follow up.	Clearly explains reasons for delegating tasks, remains positive and makes others aware of how they will benefit from facilitating and implementing the task. Has a clear process for delegation of tasks.
Sets objectives and develops a plan	Assigns tasks and gives a generic due date	Assigns tasks with small amount of explanation of responsibility that will be assumed with the task; assigns due date.	Assigns tasks with objectives that clearly state the end result the designee is responsible for achieving by a specific due date; level of authority for each task is also clearly defined.
Provides feedback	Does not set aside time to review the completed project; does not monitor progress toward task completion; does not recognize task completion.	May look at the product, but does not provide clear feedback or recognize the effort. Does not monitor progress during task completion.	Follows up periodically on progress made; provides clear feedback to the designee; looks at the finished product in a timely manner.

Learning Outcome Rubric – Effectively and Efficiently Run a Meeting

To demonstrate that they can Communicate Effectively through the written word, students must be able to:

- Effectively and efficiently run a meeting (executive, general, committee, one on one)
- Ensure group members have an opportunity to discuss and evaluate goals, be updated on issues, communicate with each other, develop group cohesiveness, identify needed resources, and make collective decisions.

Effective Meeting Rubric

	BEGINNER: Awareness or base level knowledge	INTERMEDIATE: Apply the concept somewhat	ADVANCED: Intentional and effective application
Sets an agenda and invites appropriate parties to the meeting	No agenda is set; appropriate parties not invited to the meeting.	Rough outline of topics or process is given at the meeting. Thinks about inviting important others; may not get to it in a timely manner.	The agenda is created and sent out to attendees prior to the meeting. Makes a deliberate choice and contacts people who should attend with plenty of notice.
Upholds speaker/member etiquette	The discussion gets off track, lots of side conversations; does not hold attendees accountable for proper behavior.	The conversation flows with minor distractions; sets expectations for etiquette and addresses issues when needed.	The discussion stays on track with attentive listeners and balanced participation. Trains and/or role models appropriate behavior; follows up in a professional manner to address issues.
Establishes action items	No assignments for follow up.	Some actions items are established; may not have owner or timeline.	Action items assigned, recorded, and given timelines for follow up; record tabled items for future agendas.
Minutes/attendance published	Minutes/attendance are not taken or distributed.	Minutes/attendance are completed and distributed within a week after the meeting.	Minutes/attendance are distributed within 24 hours after the meeting.