

Work Study Job Proposal Scoring Rubric

<b>Exceptional (3)</b>		<b>Meets (2)</b>	<b>Developing (1)</b>	<b>Does not meet (0)</b>		
Clear, specific, detailed, with concrete examples. All rubric criteria have been described and no information is missing. Reader would recommend this position.		General overview with some examples. Not all criteria have been described clearly, but there is a sense of the nature and expectations of the position. Reader may have some unanswered questions, but as a whole there is enough information to recommend the position.	Mentions some aspects but with no specifics. Very broad and/or short. Not enough clarity or examples to answer the criteria thoroughly. Reader is left wondering about many aspects of the proposal.	No mention of the outlined criteria. Answers are vague with no examples or connection to the Student Learning Outcomes. Application focuses more on benefit to professor than benefit to student. Reader is left wondering about many aspects of this proposal and would not recommend this position.		
			<b>Exceptional (3)</b>	<b>Meets (2)</b>	<b>Developing (1)</b>	<b>Does not meet (0)</b>
<b>Job Description</b>	<b>Proposal describes:</b> - The student’s duties - The level of supervision provided to the student - The level of complexity of the tasks expected from the student					
<b>Qualifications</b>	<b>Proposal describes:</b> - The previous skills/knowledge that the student must possess in order to be successful in this position - The education level required for the student (eg. undergraduate, graduate, year level) - The elements needed for a student to be a great fit for this position					
<b>Personal Growth &amp; Professional Development</b>	<b>Proposal describes:</b> - Orientation, goal setting and training plans - How the training plan will be used to support student learning - How students will gain insight into their growth through an intentional reflection piece					
<b>Workplace Skills</b>	<b>Proposal describes:</b> - At least 4 transferrable skills, including soft skills and job-specific skills that students will gain in this position - How the students will <u>develop</u> , <u>apply</u> and <u>transfer</u> these skills in current and future employment					

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<b>Career Exploration</b>	<p><b>Proposal describes:</b></p> <ul style="list-style-type: none"> <li>- How students will gain exposure and develop a network of contacts with industry, campus or community partners</li> <li>- At least 2 opportunities for students to expand their industry network</li> <li>- Interdisciplinary collaborations</li> </ul>				
<b>Hands on Learning</b>	<p><b>Proposal describes:</b></p> <ul style="list-style-type: none"> <li>- The types of hands on work students will engage in</li> <li>- The types of real-world problems students may encounter</li> <li>- How the students will be supported in effective, collaborative and flexible problem solving</li> </ul>				
<b>Mentorship &amp; Support</b>	<p><b>Proposal describes:</b></p> <ul style="list-style-type: none"> <li>- Frequency of contact</li> <li>- 2-way constructive and supportive feedback</li> <li>- How students' learning will be supported and how the criteria for success will be communicated</li> <li>- How students will be supported in maintaining a healthy work-life-school balance</li> </ul>				
<b>Contribution to the University as a whole</b>	<p><b>Proposal describes:</b></p> <ul style="list-style-type: none"> <li>- Alignment of the work with Unit/Department/Faculty goals or priorities</li> <li>- Alignment with UBC Strategic plans, such as Aspire</li> <li>- Specific outcomes of the work and how these outcomes will be shared with the campus</li> </ul>				