

# Application Questions and Rubric for ASB Student participant Applicants

1. Please describe in your own words what the ASB program is.
2. Please discuss why you are interested in participating in the ASB program.
3. Please describe how you envision the ASB program enhancing your educational experience at Western.
4. Please describe the role that you feel reflection will play in your ASB experience. What types of reflection activities do you hope to participate in during ASB?

	None (0 points)	Limited (0.5 point)	Somewhat (1 point)	Good (1.5 points)	Excellent (2 points)
<b>Understanding of ASB –</b> Student understands that ASB is a CEL co-curricular program, mentions some or all of the program goals (see website), discusses reflection, service, learning, specific trip information, etc.	Receives zero points, because has no understanding of the program and provided <b>zero</b> point/example/fact/statement	Provided <b>one</b> point/example/fact/statement  Was <b>unclear</b> about their understanding of the program	Provided <b>two</b> point/example/fact/statement  Was <b>somewhat clear</b> about their understanding of the program	Provided <b>three</b> point/example/fact/statement  Was <b>clear</b> about their understanding of the program	Provided <b>four</b> point/example/fact/statement  Was <b>clear and concise</b> about their understanding of the program
<b>Interest in Participating –</b> provides relevant reasons for participating in the program such as (but not limited to), option for experience, international opportunity, learning about non-profits, volunteering, connecting academics to real world, future career or education goals, civic engagement.	Receives <b>zero</b> points, because provides no reasons for wanting to participate	Was able to provide <b>one</b> point/example/fact/statement for wanting to participate in the program  Points were <b>unclear</b> and <b>irrelevant</b>	Was able to provide <b>two</b> point/example/fact/statement for wanting to participate in the program  Points were <b>somewhat clear</b> and <b>somewhat relevant</b>	Was able to provide <b>three</b> point/example/fact/statement for wanting to participate in the program  Points were <b>clear</b> and <b>relevant</b>	Was able to provide <b>four or more</b> point/example/fact/statement for wanting to participate in the program  Points were <b>clear, relevant and argued</b> for their participation
<b>Enhancing Education at Western –</b> is able to connect the ASB program	Receives <b>zero</b> points, because is unable to connect ASB to their	Was able to connect ASB to their studies or	Was able to connect ASB to their studies or future goals by	Was able to connect ASB to their studies or	Was able to connect ASB to their studies or future goals by

to their education, by discussing experiential learning, CEL, CSL or international, and the benefits/compliments of the above to their degree.	studies or future goals	future goals by providing <b>one</b> point/example/fact/statement  Points were <b>unclear</b> and <b>irrelevant</b>	providing <b>two</b> point/example/fact/statement  Points were <b>somewhat clear</b> and <b>somewhat relevant</b>	future goals by providing <b>three</b> point/example/fact/statement  Points were <b>clear</b> and <b>relevant</b>	providing <b>four or more</b> point/example/fact/statement  Points were <b>clear, relevant and demonstrated</b> connection to their education
<b>Reflection</b> – has an understanding of how reflection acts to connect the experience to their academic studies and will allow them to apply that knowledge to other situations. Has an understanding of types of reflection activities they may experience during the program <i>(students should not gain their points only by providing examples of reflection)</i>	Receives <b>zero</b> points, because has no understanding of reflection or activities they may complete	Was able to demonstrate understanding of how reflection connects the experience to academics and future situations by providing <b>one</b> point/example/fact/statement  Points were <b>unclear</b> and <b>irrelevant</b>	Was able to demonstrate understanding of how reflection connects the experience to academics and future situations by providing <b>two</b> point/example/fact/statement  Points were <b>somewhat clear</b> and <b>somewhat relevant</b>	Was able to demonstrate understanding of how reflection connects the experience to academics and future situations by providing <b>three</b> point/example/fact/statement  Points were <b>clear</b> and <b>relevant</b>	Was able to demonstrate understanding of how reflection connects the experience to academics and future situations by providing <b>four or more</b> point/example/fact/statement  Points were <b>clear, relevant and demonstrated</b> connection of the experience to everyday life
<b>Articulation</b> – can articulate their answers and points in a way that is clear and concise.	Was unable to articulate clearly and concisely	Was able to articulate their answers and points in a limited manner	Was able to articulate their answers and points somewhat	Was able to articulate their answers and points in a clear manner	Was able to articulate their answers and points in an excellent manner