

Student Organization Effectiveness Rubric – Version D

Organization: _____

Scoring Scale: 0= No clue; 1 = Remembering; 2 = Understanding; 3 = Applying; 4 = Analyzing; 5 = Evaluating and Creating

The rubrics statements as written represent 0, 2, and 4 scores. If the level of achievement exceeds the statement, give the higher score of remembering, applying, or evaluating/creating.

Organization Standards	5 - 4 Exemplary	3 - 2 Satisfactory	1 - 0 Unacceptable	Score
Chapter Effectiveness Benchmarks				
• Registration with appropriate institutional office	Analyzes policies to ensure institutional registration	Explains institutional policies for registration	Is not registered with the institution	
• Participation in institutional training for student groups	Uses institutional training to analyze ways to improve organization	Extends opportunities to participate in institutional training	Does not participate in institutional training	
• Procedures for election of officers	Analyzes procedures for election of officers in the bylaws;	Explains the bylaws for election of officers	Has unclear or no set procedure for election of officers	
• Officer training plan	Reviews officer training program to enhance its effectiveness; analyzes the officer handbook	Explains training program for old and new officers; explains officer handbook	Has unorganized or non-existent officer training plan	
• Structure for selection and initiation of members	Analyzes processes to enhance selection and initiation of members	Explains regulations in bylaws and handbook	Has unorganized or no structure of selection and initiation of members	
• Structure for member input into setting goals for chapter activities	Reviews strategic thinking process for identifying needs and setting goals	Outlines procedure for obtaining input from members about chapter activities	Has unorganized or no structure for member input	
• Process for planning annual activities to respond to goals	Analyzes the strategic thinking process for developing action plans to achieve goals	Explains strategic thinking process of program planning	Has unclear or no process for planning activities	
• Participation in national conference	Reviews ideas from national conference to enhance organizational program and member development	Explains registration and program for national conference	Is not represented at national conference	

Organization Standards	5 - 4 Exemplary	3 - 2 Satisfactory	1 - 0 Unacceptable	Score
Learning Benchmarks				
• Co-curricular activities that enhance academic goals	Analyzes outcomes of co-curricular activities to improve chapter planning and programming processes	Summarizes activities and opportunities that enhance academic goals	Is not interested or engaged in enhancing academic goals	
• Activities respond to shared goals	Review programs to analyze achievement of shared goals	Outlines procedure for member input in goal-setting and program planning	Does not identify shared goals	
• Participation in National Required Program initiative	Analyze Required Program initiatives for achievement of goals	Explains the goals of the Required Program initiatives	Does not participate in Required Program initiative	
• Effective Leadership	Analyzes chapter officer and members' leadership to achieve the mission of the chapter; reviews collaborative efforts and procedures for building relationships and managing conflict	Describes mission of the organization and roles of officers and members; describes opportunities for collaboration; explains procedures for building relationships and managing conflict	Has a incomplete or vague notion of the group purpose; operates independently of the group; fails to deal with difficult situations; is mostly concerned with own feelings	
• Social Responsibility	Reviews service-learning activities and service to the social good of the campus and/or community	Explains opportunities for service-learning and service contributions to the social good of the campus and/or community	Shows little concern for social responsibility	
• Sense of Civic Responsibility	Analyzes contributions to the welfare of the community	Describes opportunities to increase the welfare of the professional and campus community	Shows little or no concern for community	
Faculty Support Benchmarks				
• Value for student organizations	Analyze value for student organizations, including unit administrator and unit faculty	Understand value for student organizations through individual faculty member commitment	Shows little to no support for student organizations	
• Professional/technical support to student organizations	Analyze the professional/technical support for mentoring and providing resources	Understand value for support of student organizations through individual practices	Provides little to no professional or technical support for student organizations	
• Faculty Participation in chapter activities	Review faculty support for chapter activities/goal achievement	Explain role of faculty member participation in chapter activities	Participates in few or no chapter activities	

Organization Standards	5-4 Exemplary	3-2 Satisfactory	1-0 Unacceptable	Score
Evaluation Benchmarks				
• Yearly evaluation of chapter activities	Reviews plan for evaluating activities	Explains evaluation process for chapter activities	Does not evaluate chapter activities	
• Yearly evaluation of programming	Reviews process for evaluation individual programs	Explains process for evaluating individual programs	Does not seek feedback on programming	

Scoring Scale: 0= No clue; 1 = Receiving; 2 = Responding; 3 = Valuing; 4 = Organizing; 5 = Internalizing
 The rubrics statements as written represent 0, 2, and 4 scores. If the level of achievement exceeds the statement, give the higher score of receiving, valuing, or internalizing

Member Standards	5-4 Exemplary	3-2 Satisfactory	1-0 Unacceptable	Score
Intrapersonal Benchmarks				
• Realistic self-appraisal, self-understanding, and self-respect	Recognizes personal skills, abilities, and growth areas; uses self-knowledge to make decisions; critiques and learns from past experiences; employs self-reflection to gain insight; balances needs of self with need of others	Identifies personal skills and abilities; explores how to improve self	Does not have a sense of self and capabilities	
• Commitment to ethics and integrity	Incorporates ethical reasoning into action; articulates the values and principles involved in decision making; accepts personal accountability	Complies with codes of ethics	Is unable to identify ethical issues	
Interpersonal Benchmarks				
• Meaningful relationships	Exhibits mutually beneficial relationship with others; manages interpersonal conflicts effectively	Develops satisfactory relationships with others; shows respect	Prefers to be a "loner"	
• Collaboration	Works cooperatively with others; seeks involvement of others; listens to and considers others' points of view	Participates with others on projects	Lacks interest in working with others	