

SAMFORD UNIVERSITY QEP PROPOSAL RUBRIC

QEP Proposal Title: _____

Reviewer(s): _____ Date of Review: _____

| INDICATOR | | UNACCEPTABLE (1) | WEAK (2) | ACCEPTABLE (3) | EXCEPTIONAL (4) | Weight | Points (WtxPts) |
|-------------------------------|---|---|---|---|--|--------|-----------------|
| DESCRIPTION | Clear overall description of the proposed QEP | Proposal lacks focus and sufficient detail. | Proposal exhibits some creativity, but its potential to be transformative for both students and Samford unclear. | Proposal creative, but its potential to be transformative for both students and Samford needs further clarification. | Proposal innovative with a strong potential to be transformative for both students and Samford. | 25 | |
| STUDENT LEARNING | Clear description of how student learning is directly impacted by this plan | Proposal does not clearly identify which program(s), area(s), or set(s) of students impacted | Proposal identifies some program(s), area(s), or set(s) of students impacted, but it is unclear as to level of impact. | Proposal identifies the program(s), area(s), or set(s) of students impacted, but not clearly linked to the assessment. | Proposal clearly identifies which program(s), area(s), or set(s) of students impacted and linked to the assessment. | 20 | |
| PARTICIPATION | Clear description of how QEP inspires broad participation | Proposal does not identify how the QEP would inspire broad participation. | Proposal identifies some methods of how the QEP would inspire broad participation and who would participate. | Proposal identifies methods of how the QEP would inspire broad participation and lists participation from key constituents. | Proposal clearly identifies methods of how the QEP would inspire broad participation and details participation from all relevant constituents. | 15 | |
| STRENGTH/ WEAKNESS | Clear description of how proposed QEP would build on Samford's strength(s) or address perceived weakness(es). | Proposal does not describe how the QEP would build on Samford's strength(s) <u>or</u> address perceived weakness(es). | Proposal identifies some methods of how the QEP would build on Samford's strength(s) <u>or</u> address perceived weakness(es). | Proposal identifies creative methods of how the QEP would build on Samford's strength(s) <u>and</u> address perceived weakness(es). | Proposal clearly identifies innovative methods of how the QEP would build on Samford's strength(s) <u>and</u> address perceived weakness(es). | 10 | |
| ASSESSMENT | Clear description of appropriate student learning outcomes, assessment methods, and direct measures of outcomes | Proposal does not describe appropriate student learning outcomes, assessment methods <u>or</u> direct measures of outcomes. | Proposal identifies some of the appropriate student learning methods, assessment methods <u>or</u> direct measures of outcomes. | Proposal identifies student learning methods, assessment methods <u>and</u> direct measures of outcomes. | Proposal clearly identifies student learning methods, triangulated assessment methods including direct measures of outcomes. | 20 | |

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|-----------------------|--|---|--|--|---|------|------|
| STRATEGIC PLAN | Clear description of the connection(s) between the QEP and the University's Strategic Plan | Proposal shows no clear relationship between the QEP and the University's Strategic Plan. | Proposal identifies some of the connections between the QEP and the University Strategic Plan. | Proposal identifies connections between the QEP and the University Strategic Plan. | Proposal clearly identifies connections between the QEP and the University Strategic Plan, and clearly enhances the latter. | 10 | |
| TOTALS | | /6 | /12 | /18 | /24 | 100% | /400 |

Additional Comments: _____

Proposal Status: _____