

NASPA Excellence Awards Rubric

<i>Last update 6.9.23</i>		<b>0 = Not evident</b>	<b>1 = Developing</b>	<b>2 = Promising</b>	<b>3 = Established</b>	<b>*4 = Exemplary</b>
<b>1</b>	<b>Meets student needs / critical campus issues [identified based on data; rationale grounded in evidence]</b>	Not evident	Student needs / campus issues are partially identified but not based on data and/or a specific rationale for program implementation is not grounded in evidence.	Student needs / campus issues are identified based on data or a specific rationale for program implementation is grounded in evidence, but not both.	Student needs / campus issues are identified based on some data, intergrated into the program, and a specific rationale for program implementation is grounded in some evidence.	Student needs / campus issues are identified based on strong data, intergrated into the program, and a specific rationale for program implementation is grounded in significant evidence.
<b>2</b>	<b>Relevance to institutional mission and/or advancement of student affairs profession and addresses issues of diversity / equity / inclusion (DEI)</b>	Not evident	Either institutional mission and/or student affairs advancement or aspect of DEI is addressed, but relevance is not clearly defined.	Either relevance to institutional mission and/or student affairs advancement or aspect of DEI is addressed, but not both.	Relevance to institutional mission and/or student affairs advancement is stated and evident in the proposal. Some aspect of DEI is addressed.	Significant relevance to institutional mission and/or student affairs advancement is clearly stated and evident in the proposal. Aspects of DEI are clearly addressed.
<b>3</b>	<b>Impact on student learning or success [measures, outcomes and evidence]</b>	Not evident	A plan for outcomes-based assessment is mentioned and/or aimed at gathering evidence of impact on student learning, but this has not been implemented or incorporated.	Either a plan outcomes-based assessment is described or evidence is provided of impact on student learning, but not both.	Outcomes-based assessment is described and measurable, with evidence of impact on student learning.	Outcomes-based assessment is described and measurable, with strong evidence of impact on student learning that has been acted upon. Impact is proven through data and growth.
<b>4</b>	<b>Collaboration with academic and other departments; sustainability of program [implemented sustainability plan]</b>	Not evident	There is indication of collaboration with other campus units, but it is not described. Submission does not include a plan for sustainability that is being implemented, but may mention it.	Collaboration with other campus units is described or the submission includes a plan for sustainability that is being implemented, but not both.	Collaboration with other campus units is described and the submission includes a plan with long-term goals for sustainability that is being implemented.	Collaboration with other campus units is described and the submission includes an ongoing long-term plan for sustainability that has been implemented and assessed.
<b>5</b>	Application reflects a strong connection to the applied category					*Apart from specific funding, this program could be a national model to be replicated because it is established, has been tested over one year, shows impact, and is based on research as appropriate for this category.
	Applicant followed submission directions					
	Program has been in place for at least one year					