

## Student Organization Effectiveness Rubric – Version A

Organization: \_\_\_\_\_

Standards	5 - 4 Exemplary	3 - 2 Satisfactory	1 - 0 Unacceptable	Score
<b>Institutional Support Benchmarks</b>				
<ul style="list-style-type: none"> <li>Student Affairs commitment to registered student groups</li> </ul>	Requires registration of student groups; sets standards for chartering	Requires registration of student groups	Does not require registration	
<ul style="list-style-type: none"> <li>Institutional commitment to a support system and recognition of advisers</li> </ul>	Has a well-established program for supporting student organizations and recognition of advisers	Responds to requests for support and adviser recognition	Has no support system nor adviser recognition program	
<ul style="list-style-type: none"> <li>Academic unit commitment to staffing of advisers for student groups</li> </ul>	Acknowledges advising in tenure and promotion	Staffs advisers of student organizations at academic unit level	Gives little to no credit for advising student organizations	
<ul style="list-style-type: none"> <li>Maintaining records and supplies</li> </ul>	Has a centralized policy for maintaining records and supplies	Provides space for records and supplies at academic unit level	Provides no space for records and supplies	
<ul style="list-style-type: none"> <li>A financial system for banking and paying bills</li> </ul>	Has a policy for holding funds and paying bills through a central student organization system	Holds funds within the academic unit financial system	Has unclear or no policy for holding funds and paying bills	
<b>Chapter Effectiveness Benchmarks</b>				
<ul style="list-style-type: none"> <li>Registration with appropriate institutional office</li> </ul>	Goes beyond minimal policies to ensure institutional recognition	Meets institutional policies for registration	Is not registered with the institution	
<ul style="list-style-type: none"> <li>Participation in institutional training for student groups</li> </ul>	Participates in institutional training; uses information to improve organization	Participates in institutional training	Does not participate in institutional training	
<ul style="list-style-type: none"> <li>Procedures for election of officers</li> </ul>	Develops policies to support bylaws; makes changes when feedback suggests deficiencies	Follows the bylaws for election of officers	Has unclear or no set procedure for election of officers	
<ul style="list-style-type: none"> <li>Officer training plan</li> </ul>	Uses officer training program to review responsibilities and make plans for strategic thinking	Conducts training program with old and new officers; supplies officer handbook to new officers	Has unorganized or non-existent officer training plan	

<b>Standards</b>	<b>5 - 4 Exemplary</b>	<b>3 - 2 Satisfactory</b>	<b>1 - 0 Unacceptable</b>	<b>Score</b>
• Structure for selection and initiation of members	Evaluates processes to enhance selection and initiation of members	Follows 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	Conducts strategic thinking process to identify needs and set goals with participation of all members	Seeks input from members after officers have set goals	Has unorganized or no structure for member input	
• Process for planning annual activities to respond to goals	Develops action plan for achieving goals as part of strategic thinking process	Assigns committees to plan activities	Has unclear or no process for planning activities	
• Participation in national conference	Is represented at national conference; shares ideas to enhance organizational program and/or structure	Is represented at national conference most of the time	Is not represented at national conference	
<b>Learning Benchmarks</b>				
• Co-curricular activities that enhance academic goals	Supports co-curricular goals through chapter planning and programming processes	Plans activities that enhance academic goals	Is not interested or engaged in enhancing academic goals	
• Activities respond to shared goals	Uses strategic thinking process to identify shared goals and to plan programs to achieve them	Seeks input from members about program plans	Does not identify shared goals	
• Participation in Required Program initiative	Chooses Required Program initiatives and leadership development during strategic thinking process	Chooses at least one Required Program initiative	Does not participate in Required Program initiative	
<b>Faculty Support Benchmarks</b>				
• Value for student organizations	Demonstrates value for student organizations, including unit administrator and unit faculty	Shows value for student organizations through individual faculty member commitment	Shows little to no support for student organizations	
• Professional/technical support to student organizations	Shows support for student organizations; provides professional and technical support through mentoring and providing resources	Shows support for student organizations through individual practices	Provides little to no professional or technical support for student organizations	
• Faculty Participation in chapter activities	Is well represented by faculty members in chapter activities/goal achievement	Is represented by a few faculty members in chapter activities	Participates in few or no chapter activities	

<b>Standards</b>	<b>5 - 4 Exemplary</b>	<b>3 - 2 Satisfactory</b>	<b>1 - 0 Unacceptable</b>	<b>Score</b>
<b>National Support Benchmarks</b>				
• Technical assistance for operational procedures	Takes advantage of the available technical assistance	Knows of available technical assistance	Is not aware of available technical assistance	
• Guidelines for maintaining organization excellence (benchmarks)	Uses guidelines to evaluate and improve organization	Knows of guidelines for organization excellence	Is not aware of benchmarks	
• Effective distribution of orders and supplies	Uses forms in a timely manner; asks questions and gives input to national to increase effectiveness	Uses forms for ordering supplies	Is not aware of national supplies	
• Awards and recognition for excellence	Establishes procedures for taking advantage of national awards and recognition	Provides information to members about awards and recognition opportunities	Is not aware of national awards and recognition	
• Standards for organizations in good standing	Establishes standards that exceed minimum standards	Meets minimum standards for organizations in good standing	Is not aware of minimum standards for organizations	
• Program resources	Uses the national program resources in the action planning process	Uses some of the national program resources	Is not aware of national program resources	
• Officer training	Modifies national plan for officer training based upon feedback from officers	Uses national plan for officer training	Does not conduct officer training	
• Adviser training	Participates in national training; uses national benchmarks to improve practices	Uses national adviser handbook	Does not take advantage of national adviser handbook and training	
• Training for chapter development	Uses national benchmarks to evaluate chapter and make changes	Participates in national conference to improve chapter	Does not work on chapter development	
• Legal structure for protecting the rights of members	Shares information about member rights	Is aware of national constitutional protection of member rights	Is not aware of structure for protecting rights of members	
<b>Evaluation Benchmarks</b>				
• Yearly evaluation of chapter activities	Has a comprehensive plan for evaluating activities	Evaluates some of the activities	Does not evaluate chapter activities	
• Yearly evaluation of programming	Develops comprehensive report of evaluations for use in strategic thinking process	Uses feedback to improve chapter	Does not use feedback to make improvements	