



2017 - 2018 Request For Proposals Rubric



	High	Medium	Low	None
Peer Mentors	LC has all of the following: (1) Defined job description for peer mentors, (2) plan for compensation, (3) plan for ongoing training and support for peer mentors, (4) clearly delineated responsibilities between PMs and LC coordinator/faculty and plan for collaboration between them; and (5) PMs offer clear leadership to LC and demonstrate initiative.	LC has all of the following: (1) Defined job description for peer mentors, (2) plan for compensation, (3) plan for ongoing training and support for peer mentors, (4) clearly delineated responsibilities between PMs and LC coordinator/faculty and plan for collaboration between them.	LC has some of the following: (1) Defined job description for peer mentors, (2) plan for compensation, (3) plan for ongoing training and support for peer mentors, (4) clearly delineated responsibilities between PMs and LC coordinator/faculty and plan for collaboration between them.	LC has few or none of the following: (1) Defined job description for peer mentors, (2) plan for compensation, (3) plan for ongoing training and support for peer mentors, (4) clearly delineated responsibilities between PMs and LC coordinator/faculty and plan for collaboration between them.
Learning	Highly developed learning outcomes, methods of fostering learning, and assessment mechanisms, with significant coherence between these three things.	LC has clear learning objectives, ways to foster and support student learning, and mechanisms to assess student learning of those objectives.	LC has some but not all of these (see medium).	No real attempt to articulate learning outcomes; or to foster student learning; and/or assess student learning .
Student Experience	LC will create an environment where students will thrive.	LC will create an environment where students can be expected to succeed.	LC unlikely to have significant impact on student experience.	LC not likely to create an environment conducive to student success.
8 Factors of High Impact Practice (HIPS)	LC contains 7-8 elements promoting the eight characteristics of HIPS.	LC contains 3-6 elements promoting the eight characteristics of HIPS.	LC contains 1-2 elements promoting the eight characteristics of HIPS.	LC contains no elements promoting the eight characteristics of HIPS.
Faculty involvement	Faculty ownership and responsibility for LC. Substantial faculty expertise in LC philosophy and practices.	Faculty member is the LC coordinator and significant faculty involvement.	Low level of faculty involvement and responsibility. No faculty LC coordinator.	No faculty involvement at all.
Support of school or college	Most or all of the following: (1) matching funding, (2) administrative support, (3) recruiting, (4) promotion and visibility, (5) support for faculty involvement.	Some of the following: (1) matching funding, (2) administrative support, (3) recruiting, (4) promotion and visibility, (5) support for faculty involvement.	Few of the following: (1) matching funding, (2) administrative support, (3) recruiting, (4) promotion and visibility, (5) support for faculty involvement.	None of the following: (1) matching funding, (2) administrative support, (3) recruiting, (4) promotion and visibility, (5) support for faculty involvement.
Curricular pathways or transitions	LC is "tied" to a course or a set of courses, such that; (1) members of the LC are members of the course(s) and (2) the LC learning outcomes are build upon with the course(s) learning outcomes. Learning that moves students forward, or through critical junctures.	LC is "tied" to a course or a set of courses, such that; (1) members of the LC are members of the course(s) and/or (2) the LC learning outcomes are consistent with the course(s) learning outcomes. Learning that moves students forward, or through critical junctures.	LC is tied to a program or a major or other institutional group that is not a course or set of courses. Learning that moves students forward, or through critical junctures.	LC is not connected with any academic curriculum, program , or course outside the LC
Assessment	Assessment plan that addresses (1) implementation -- did the LC do what it proposed?, (2) learning outcomes -- did the students learn?, and (3) program goals -- were retention, progress, other goals met? And clear ability to conduct such an assessment and to use assessment results to inform future LC programming.	Assessment plan that addresses all of the following: (1) implementation -- did the LC do what it proposed?, (2) learning outcomes -- did the students learn?, and (3) program goals -- were retention, progress, other goals met?	Assessment plan that addresses at least one of the following: (1) implementation - did the LC do what it proposed?, (2) learning outcomes -- did the students learn?, and (3) program goals -- were retention, progress, other goals met?	No assessment plan.
Community	Students have a strong sense of membership in a community whose purpose they understand and value, and with which they engage.	There is a relatively stable group of students who participate in a sequence of purposeful events over time. The events foster interaction and connection.	Students have an inconsistent pattern of participation in events and/or the events don't foster interaction and community.	Programming is a series of relatively isolated set of events which don't engage a consistent group of students with each other over time, e.g. lecture series.
Focus on Retention and Graduation rates is explicit	LC has in previous years demonstrated that the LC boosts WSU retention or graduation rate goals	LC effectively delivers practices that have been demonstrated to boost graduation and retention rates.	LC activities may support graduation rate or retention goals but the evidence is weak or inconclusive.	LC does not address or support impact on retention or graduation rates.
Narrow Achievement Gaps*	LC has in previous years demonstrated that the LC narrows achievement gaps between under-represented students and other students.	LC effectively delivers practices that have been demonstrated to narrow achievement gaps between underrepresented students and other student.	LC activities may narrow achievement gaps but the evidence is weak or inconclusive.	LC does not address or support narrowing of achievement gaps between under-represented students and other students.

* Achievement gaps may refer to differences in retention rates, graduation rates, GPA, credit attainment or student learning experienced by students who are first generation, low income, from disadvantaged educational backgrounds, have a disability, are of an under-represented race/ethnicity, or a gender that is under-represented in the relevant academic discipline. No LC may discriminate based on race/ethnicity or gender in offering membership to WSU students