



QEP Proposal Evaluation Rubric — DRAFT —

INSTRUCTIONS:

The purpose of this scoring rubric is to serve as a guide and resource for the development and evaluation of QEP Topic Proposals. Note that the last column reflects weighted values for each of the evaluation criteria. The weights balance VCU priorities/values and the SACSCOC criteria for an acceptable QEP. Key criteria appear in more than one evaluation measure.

Name(s) of Proposal Author(s) _____

Department/Division of Proposal Author(s) _____

Proposal Title: _____

Criteria	Exceptional (10)	Acceptable (7)	Weak (4)	Missing (0)
Enhances Student Learning (25%) How will the proposal enhance student learning? <ul style="list-style-type: none">- Does it specifically support the goal of “leveling up” the educational environment at VCU?- Does it focus on student learning outcomes?- Does it support transformative learning, defined as work-based learning experiences (internships, co-operative experiences, field experiences, and practical/clinicals), problem-based learning (capstone, research, lab experience, project-based learning, independent study, interprofessional collaboration, entrepreneurship/innovation) and research in teams through multi-year and multidisciplinary community and industry-driven projects	<p>The proposal is clearly focused on important outcomes related to student success.</p> <p>The proposal clearly incorporates aspects of transformative learning in a meaningful way. The proposal includes a detailed plan to fully support REAL goals structured mentorship and reflection.</p>	<p>The proposal is focused on some outcomes related to student success.</p> <p>The proposal incorporates some aspects of transformative learning, and provides a plan to support REAL goals of structured mentorship and reflection. Further details of the plan are needed.</p>	<p>The proposal is generally related to student success.</p> <p>The proposal addresses transformative learning in a nominal way but does not provide a plan to fully support REAL goals of structured mentorship and reflection.</p>	<p>The proposal has no identification of specific student success outcomes.</p> <p>The proposal does not align with the transformational learning challenge or the goals of REAL.</p>

<p>Mission and Strategic Plan Alignment (30%)</p> <p>Does the proposal clearly support VCU’s mission and core values, including to provide real-world learning that furthers civic engagement, inquiry, discovery and innovation and to support the values of diversity, inclusion and equity that provide a safe, trusting and supportive environment to explore, create, learn?</p> <p>Does the proposal align with VCU’s revised strategic plan, Quest 2028, addressing the Quest Recalibration revised goals:</p> <ul style="list-style-type: none"> - Diversity Driving Excellence - Student Success - Research & Innovation Addressing Societal Challenges - Thriving Communities <p>Does it clearly address intent to close equity gaps for students?</p> <p>Does it reflect the diversity of the VCU community?</p>	<p>The proposal is clear and well-defined in its alignment with VCU’s mission and values.</p> <p>The proposal directly addresses all of the Quest 2028 recalibration goal(s).</p> <p>The proposal directly addresses current University Diversity, Equity, and Inclusion initiatives and identifies specific strategies or targets.</p>	<p>The proposal is directly related to VCU’s mission and at least two or more of the core values.</p> <p>The proposal directly addresses two or more Quest 2028 recalibration goals.</p> <p>Diversity, equity and inclusion are integrated somewhat into the proposal, but lacking in detail. The proposal advances some of the University’s current DEI goals.</p>	<p>The proposal has a stated but indirect connection to VCU’s mission and at least one core value.</p> <p>The proposal vaguely addresses one or more Quest 2028 recalibration goals.</p> <p>Diversity, equity and inclusion are mentioned in the proposal but remain on the periphery. Alignment with current University DEI initiatives is vague or nominal.</p>	<p>The proposal has no connection to VCU’s mission or core values.</p> <p>The proposal has no connection to the Quest 2025 Recalibration goals.</p> <p>No indication that the proposal aligns with current University DEI initiatives.</p>
<p>Data Informed and Inquiry Driven (15%)</p> <p>Does the proposal identify key, emerging issues for action based on institutional data and assessment?</p>	<p>The proposal has well defined, data- informed and inquiry driven measures that identify key issues for action.</p> <p>Baseline data is present and has been analyzed. Baseline data has targets for improvement that are identified, realistic and appropriate.</p>	<p>The proposal is generally defined with some data-informed and inquiry driven measures that identify key issues and action based items.</p> <p>Baseline data is present, and targets for improvement are identified.</p>	<p>The proposal lacks clarity in the questions being asked, application of the institutional data, and/or the connection to key, emerging issues for action.</p> <p>Baseline data and targets for improvement may be present but not clearly related or demonstrably appropriate.</p>	<p>The proposal does not address key, emerging issues for action. Is not data-informed and inquiry-driven.</p>
<p>Assessable (10%)</p> <p>Can results of the proposal be easily assessed? Does the proposal include a plan for assessing the outcomes?</p> <ul style="list-style-type: none"> - Does it include specific and measurable goals? - Does it include both formative and summative assessments? 	<p>Outcomes are specific, measurable, and clearly related to student success. Assessments are appropriate and directly assess the outcomes. The plan includes</p>	<p>Outcomes are specific, measurable, and clearly related to student success. Assessments are discussed generally, but further detail</p>	<p>Outcomes are addressed and are related to student success. Outcomes lack specificity, and measurement feasibility or plan is not</p>	<p>The proposal does not include an adequate assessment plan. Goals are not specific and/or measurable. Relation of stated goals to student success unclear or</p>

<ul style="list-style-type: none"> - Does it include a detailed plan to assess the outcome(s)? 	both formative and summative assessments, and is realistic with a high likelihood of success.	on content and supportability is needed.	clearly articulated in the proposal.	unsupported. Lacks detailed plans to assess outcomes.
Broad-based Involvement (10%) Does the proposal allow for broad, inclusive involvement of the VCU campus community in its development and implementation? <ul style="list-style-type: none"> - Were students included in the development of the proposal? 	The proposal identifies important, broad-based constituent groups that have been engaged in developing the proposal. The proposal identifies actions that will ensure stakeholders are well-informed and appropriately engaged in the implementation and assessment of the plan.	The proposal identifies important, broad-based constituent groups engaged in developing and initiating the plan. Stakeholders are identified, but engagement is not significant at this stage of the proposal.	The proposal identifies broad-based constituent groups in the plan; however, no evidence provided that stakeholders have been engaged in the preparation of the proposal. The engagement plan for development and implementation is unclear.	The proposal does not reflect a broad-based constituent group development and implementation plan. Stakeholders not identified or engaged.
Feasible Timeline (5%) Does the proposal include a detailed, feasible timeline for development and implementation?	The proposal includes a detailed timeline for interim formative analysis and plan adjustments; the timeline is well-outlined and realistic.	The proposal provides a clear timeline. Analysis of plan feasibility, interim formative analysis, or ability to adjust may require additional detail.	The proposal provides a basic timeline, but little or no analysis of feasibility is provided. Timeline lacks necessary detail.	The proposal provides no timeline, or timeline provided is incomplete or not feasible/realistic.
Resources (5%) Are necessary human resources clearly identified for all stages of implementation? Are necessary financial resources/frameworks clearly identified for all stages of implementation?	Personnel are clearly identified for all stages of implementing and completing the plan. Financial resources are clearly identified for all stages of implementing and completing the plan.	The proposal includes personnel responsible for implementing and completing the plan, and financial resources are identified but the proposal lacks some detail	Some human and financial resources are identified but the proposal lacks significant detail.	No human resource plan provided, or plan is unrealistic or lacking in sufficient evidence to be evaluated. No financial resources identified, or plan is lacking sufficient evidence to be evaluated. Plan is unrealistic.

COMMENTS/NOTES