Chapter Effectiveness Rubric

Chapter: _____

Standards	5 - 4 Exemplary	3 – 2 Satisfactory	1 – 0 Unacceptable	Score
Chapter Effectiveness Benchmarks				
• Registration with appropriate institutional office	Goes beyond minimal policies to ensure institutional recognition	Meets institutional policies for registration	Is not registered with the institution	
• Participation in institutional training for student groups	Participates in institutional training; uses information to improve organization	Participates in institutional training	Does not participate in institutional training	
• Procedures for election of officers	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	
• Officer training plan	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	
• 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	

Standards	5 - 4 Exemplary	3 – 2 Satisfactory	1 – 0 Unacceptable	Score
Learning Benchmarks				
• 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 Society Program Initiative (optional)	Chooses program initiative and leadership development during strategic thinking process	Chooses at least one program initiative	Does not participate in program initiative	
Faculty Support Benchmarks				
• 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	
Evaluation Benchmarks				
• 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	