



THE UNIVERSITY *of* TEXAS SYSTEM
FOURTEEN INSTITUTIONS. UNLIMITED POSSIBILITIES.

Student Success Quantum Leap Proposal Evaluation Rubric

Name of Institution Applying: _____

Name of Project: _____

Name and Title of Reviewer: _____

Technical Review -- Were the proposal requirements met? Please, check all that apply:

- Proposal was submitted on the Student Success Quantum Leap Proposal Template
- Font used was Arial size 11
- The proposal did not exceed the maximum page limit: 20 pages
- Page format was single spaced
- The proposal was submitted as one pdf document

- *The following criteria will be used to evaluate and prioritize funding of the institutional requests submitted in response to the Student Success Quantum Leap RFP. A total of 100 points is available for scoring proposals in this rubric, and the scoring is weighted.*
- *N.B. The determination for a particular score is generally qualitative and often boils down to how compelling a case is made for the project and the responses given to individual sections of the RFP. By compelling we mean persuasive and powerful, holistic, aspirational and/or ambitious, with visible connections and alignment to the work being proposed, the needs of students and the institution, and the overall context for student success. The reader should have a clear picture of why the response to any given section is necessary and how it contributes to the integrity of the entire proposal.*

Proposal Scoring Rubric

Components	Score 3 (points)	Score 2 (points)	Score 1 (point)	<u>Points</u>	<u>Weight</u>	<u>Score</u>
Project Definition						
Problem Statement/Issue Being Addressed	Establishes a clear and compelling problem statement that answers the question, what challenge does your institution seek to address.	Includes a problem statement that adequately answers the question, what challenge does your institution seek to address, but is not particularly compelling.	The problem statement is neither clear nor compelling and does not answer the question, what challenge does your institution seek to address.		3	
Background & Rationale	Provides a well-developed explanation of why the project is needed, how it aligns with the institution's overall strategy for student success, and the	Provides a partially developed explanation of why the project is needed that covers some, but not all, of how it aligns with the institution's overall strategy for student	Provides neither a complete nor adequate explanation of why the project is needed, how it aligns with the institution's overall strategy for student success and		3	

	role it will play in meeting institutional goals.	success and the role it will play in meeting institutional goals.	the role it will play in meeting institutional goals.			
Project Description				Points	Weight	Score
Addressing the Challenge	Provides a clear and compelling description of the project, what will be done (including strategies and interventions to be adopted and implemented), and what success will look like.	Provides only a partial description of the project, what will be done (including strategies and interventions to be adopted and implemented), and what success will look like.	Provides neither a complete nor adequate description of the project, what will be done (including strategies and interventions to be adopted and implemented), and what success will look like.		3	
Alignment to Student Success Quantum Leap	Clearly and compellingly articulates the connection to one or more of the three pillars—Finances, Advising and/or Belonging—and/or other key features of the Student Success Quantum Leap demonstrating engagement with the	Clearly articulates the connection to one or more of the three pillars—Finances, Advising and/or Belonging—and/or other key features of the Student Success Quantum Leap grounded in the institution’s context and culture. <u>If relevant,</u>	Does not clearly articulate the connection to one or more of the three pillars—Finances, Advising and/or Belonging—and/or other key features of the Student Success Quantum Leap.		2	

	initiative grounded in the institution’s context and culture. <u>If relevant</u> , creatively identifies how the project will customize one of the Keystone Projects.	clearly identifies how the project will customize one of the Keystone Projects.				
Quantum Leap-Worthiness	Proposes a significant and/or creative departure from “business as usual” with new directions for the institution’s student success work <u>or</u> provides clear indication and a compelling case for how additional funding will scale existing work with already proven success.	Makes a partial case for how the project will result in a departure from “business as usual,” or how the project will scale existing work that has had some success.	Little to no indication of how the proposed work will depart from business as usual and take the institution in new directions, nor of how an effective scaling project, based on proven success, will be mounted.		2	
Impact on Students	Clearly identifies the specific student populations on which the project will focus, how the project will contribute to more equitable student outcomes, <u>and</u> articulates a clear connection to the project goals and the student populations impacted.	Clearly identifies the specific student populations on which the project will focus and how the project will contribute to more equitable student outcomes.	No clear identification of the specific student populations on which the project will focus, nor how the project will contribute to more equitable student outcomes.		2	

Project Outcomes				Points	Weight	Score
Project Outcomes	Enumerates an ambitious yet feasible set of results the project intends to achieve demonstrating clear alignment to the overall challenge being addressed, the institution's approach, and the Student Success Quantum Leap framework.	Clearly enumerates the results the project intends to achieve but might be missing clear alignment to the overall challenge being addressed.	Focuses on inputs and does not clearly enumerate the results or outcomes the project intends to achieve.		2	
Narrative Statement on Measuring Success	Provides a compelling description of the institution's philosophy and approach to assessing student success initiatives, including the specific project being proposed, what success will look like, and the anticipated ROI.	Provides partial descriptions of the institution's philosophy and approach to assessing student success initiatives, including the specific project being proposed, what success will look like, and the anticipated ROI.	Provides neither complete nor adequate descriptions of the institution's philosophy and approach to assessing student success initiatives, including the specific project being proposed, what success will look like, and the anticipated ROI.		2	
<i>N.B. The next two sections are similar.</i>	<i>The first table (Assessment Plan) asks for data and methods to</i>	<i>The second table (Measurements and/or Metrics) focuses on</i>	<i>Institutions can opt to develop a logic model instead of the</i>			

	<i>be used to evaluate program effectiveness and delivery of outcomes. This is information that can be considered necessary to the project discovery phase.</i>	<i>specific measures and metrics, baseline data, targets for achieving desired change, and a timeline for doing so. This is information that will be needed for the project reporting phase.</i>	<i>assessment plan requested in the first table. Examples of logic models are appended to the glossary.</i>			
Assessment Plan	Proposes a coherent assessment plan of data and methods that will be used to evaluate the effectiveness of the project, whether through the table provided on the proposal template or through a logic model. Coherence is demonstrated by the relevance of the metrics and data to the proposed project outcomes and explicit tracking of strategies and interventions to be adopted.	Assessment plan or logic model identifies some data and methods that will be used to evaluate the project, but coherence and tracking of strategies and interventions to be adopted are implied, not explicit.	Assessment plan or logic model includes only a minimal response to the requested information, does not demonstrate coherence or relevance of the metrics and data to be collected to the proposed project, and does not provide a clear picture of how the effectiveness of the project will be evaluated.		2	
Measurements/and or Metrics	Provides a robust set of measures and metrics, and identifies when and how they will be	Provides measures and metrics, and identifies when and how they will be measured.	Inadequate attention to measures and metrics, and when and how they will be		2	

	measured. Clear connections of measures to baseline data and benchmarks (where available), and ambitious yet feasible targets and dates for hitting them.	Connections of measures to baseline data and benchmarks (where available), and reasonable targets and dates for hitting them are less clear.	measured. Clear connections of measures to baseline data, benchmarks (where available) are missing and the proposed targets are neither ambitious nor feasible.			
Costs and Resources				<u>Points</u>	<u>Weight</u>	<u>Score</u>
Resources Needed	Provides clear descriptions of the resources required to implement the proposed project. The stated resources and quantities of resources are tied directly to the project description.	Most but not all of the requested funding is tied to the project goals and outcomes in the time period described.	The requested funding is not clearly aligned with the project goals and outcomes in the time period described.		2	
Estimated Budget	Attached budget provides a detailed and reliable accounting of budget requirements and items and is fiscally reasonable.	Attached budget provides an accounting of budget requirements and items and is fiscally reasonable.	Attached budget does not provide a detailed or reliable accounting of budget requirements and items, and does not appear fiscally reasonable by over- or under-estimating what is needed to implement and fulfill		2	

			project goals and desired outcomes.			
Project Risks	Demonstrates a deep understanding of risks that may impede the successful completion of the project's implementation and the project goals and desired outcomes.	Demonstrates some awareness of risks that may impede the successful completion of the project's implementation and the project goals and desired outcomes.	Demonstrates little to no understanding or awareness of risks that may impede the successful completion of the project's implementation and the project goals and desired outcomes.		1	
Long-term Sustainability	Provides a compelling plan for how the project will be institutionalized and sustained beyond the funding period, including attention to budget, staffing, and the cultural and other challenges and contingencies associated with new initiatives/projects.	Provides clear information on some but not all aspects of sustainability: either budget or staffing or cultural and other challenges and contingencies.	Provides little information regarding sustainability beyond the funding period, leaving doubt in the mind of the reviewer that the project will be sustained or sustainable.		2	
Project Planning				<u>Points</u>	<u>Weight</u>	<u>Score</u>
Timeline	Timeline is both ambitious and feasible, and clearly aligned with the requested resources (financial and human)	Timeline generates questions about either ambitiousness or feasibility, and the alignment with the	Timeline is not ambitious, does not seem feasible, and is not connected to the requested resources		1	

	needed to implement the project.	requested resources (financial and human) needed to implement the project is less clear.	(financial and human) needed to implement the project.			
Project Participants	Stakeholder plan includes well-defined roles for institutional leadership, student success leaders, identified supporting offices/units, and a project champion.	Stakeholder plan includes some but not all of the following: well-defined roles for institutional leadership, student success leaders, identified supporting offices/units, and a project champion.	Stakeholder plan does not include well-defined roles for institutional leadership, student success leaders, identified supporting offices/units, and/or a project champion.		1	
Engagement Plan				Points	Weight	Score
Engagement Plan	Provides a compelling plan demonstrating both why and how the institution's proposal will work to engage significantly more faculty and staff to take responsibility for student success within the campus context.	Provides a plan demonstrating how the institution's proposal will work to engage more faculty and staff to take responsibility for student success.	Provides little to no indication of how the institution will engage more faculty and staff to take responsibility for student success.		1	
Total Score (maximum 100 points)						

**** Were you able to check all boxes during technical review on the first page? If so, add 1 point to the total score.**