

# 2011 ACE Award Rubric

Use the rubric below to assess the score for each section of the application binder.

**Total possible points 172**

## Organization & Content

**Total Possible: 24 points**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Content</b>	Content submitted in a three-ring binder.				Content submitted in format other than three-ring binder.
<b>Size</b>	Binder rings and content do not exceed two (2) inches.				Binder content and rings exceed two (2) inches.
<b>Cover Page</b>	Binder incorporates the first two pages of the online application as cover pages.				Binder uses a cover page(s) other than the first two pages of the online application; or includes other pages with the online application pages.
<b>Sections</b>	Each section is clearly labeled with a numbered tab.				Each section is not clearly labeled with a numbered tab. Or the tab includes information other than a number.
<b>Content Variation</b>	Binder follows order of content without variations.	Binder follows order of content with 1–3 variations.	Binder follows order of content with 4–6 variations.	Binder follows order of content with 7–9 variations.	Binder follows order of content with 10 or more variations.
<b>Picture CD</b>	Binder includes a CD with electronic files for all pictures displayed.				Binder does not include a CD with electronic files for all pictures displayed.

## Section #1: Administrative Qualifications

Total Possible: 80 points

	10	0	0	0	0
<b>2009 Financial Report</b>	Financial Report submitted by August 1.				Financial Report not submitted by August 1.
<b>2010 Financial Report</b>	Financial Report submitted by August 1.				Financial Report not submitted by August 1.
	4	3	2	1	0
<b>2009–2011 Model Agreement</b>	Model Agreement received by January 15, 2010 with required signatures.				Model Agreement received after January 15, 2010 with or without required signatures.
<b>2009–2010 Planning Report</b>	Planning Report submitted by October 1.	Planning Report submitted within 2 weeks of due date.	Planning Report submitted within 3 weeks of due date.	Planning Report submitted within 4 weeks of date.	Planning Report submitted after 4 weeks of due date, or not at all.
<b>2010–2011 Planning Report</b>	Planning Report submitted by October 1.	Planning Report submitted within 2 weeks of due date.	Planning Report submitted within 3 weeks of due date.	Planning Report submitted within 4 weeks of date.	Planning Report submitted after 4 weeks of due date, or not at all.
<b>2009–2010 End of Year Report</b>	EOY Report submitted by June 1.	EOY Report submitted within 2 weeks of due date.	EOY Report submitted within 3 weeks of due date.	EOY Report submitted within 4 weeks of date.	EOY Report submitted after 4 weeks, or not at all.
<b>2010–2011 End of year Report</b>	EOY Report submitted by June 1.	EOY Report submitted within 2 weeks of due date.	EOY Report submitted within 3 weeks of due date.	EOY Report submitted within 4 weeks of date.	EOY Report submitted after 4 weeks, or not at all.
<b>2009–2010 Officer Report(s)</b>	Officer report submitted through Web portal within 2 weeks of elections.	Officer report submitted through Web portal within 3 weeks of elections.	Officer report submitted through Web portal within 4 weeks of elections.	Officer report submitted through Web portal within 5 weeks of elections	Officer report not submitted by the end of the fiscal year (June 30).
<b>2010–2011 Officer Report(s)</b>	Officer report submitted through Web portal within 2 weeks of elections.	Officer report submitted through Web portal within 3 weeks of elections.	Officer report submitted through Web portal within 4 weeks of elections.	Officer report submitted through Web portal within 5 weeks of elections	Officer report not submitted by the end of the fiscal year (June 30).
<b>2009–2010 Officers Status</b>	All officers are active members.	51–75% of officers are active members.	26–50% of officers are active members.	15–25% of officers are active members.	None of the officers are active members.
<b>2010–2011 Officers Status</b>	All officers are active members.	51–75% of officers are active members.	26–50% of officers are active members.	15–25% of officers are active members.	None of the officers are active members
<b>2009–2010 Initiation(s)</b>	Initiation materials submitted within 2 weeks of initiation.	Initiation materials submitted within 3 weeks of initiation.	Initiation materials submitted within 4 weeks of initiation.	Initiation materials submitted within 5 weeks of initiation.	Initiation materials submitted within 6 or more weeks of initiation.
<b>2010–2011 Initiation(s)</b>	Initiation materials submitted within 2 weeks of initiation.	Initiation materials submitted within 3 weeks of initiation.	Initiation materials submitted within 4 weeks of initiation.	Initiation materials submitted within 5 weeks of initiation.	Initiation materials submitted within 6 or more weeks of initiation.
<b>2009 Convocation Delegate</b>	Registered delegate attended 2009 Convo Business Meeting.				Registered delegate did not attend 2009 Convo Business Meeting.
<b>2009–2010 Educational Foundation</b>	A donation of at least \$150 was given to EF by <b>June 30, 2010</b> .				A donation of at least \$150 was not given to EF. Or, the donation was received after <b>June 30, 2010</b> .
<b>2010–2011 Educational Foundation</b>	A donation of at least \$150 was given to EF by <b>May 1, 2011</b> .				A donation of at least \$150 was not given to EF. Or, the donation was received after <b>May 1, 2011</b> .

## Section #2: *Events and Activities*

Total Possible: 12 points

	4	3	2	1	0
<b>Chronological listing of all chapter events</b>	Included all events, chapter meetings, projects, committee, and ad hoc/ subcommittee meetings with dates and times.	Included some events, chapter meetings, projects, and committee meetings with dates and times.	Included events, chapter meetings, and projects with dates and times.	Included chapter meetings with dates and times only.	Chronological listing of all chapter events not included.
<b>Chapter Meetings and Agendas</b>  <i>Membership numbers are available on pages 4 and 5 of the chapter's online application.</i>	Held 7 or more meetings per year. At least 4 agendas included chapter business, ongoing membership education, elections, and professional/educational programming using resources from the school, community or Society. Attendance included 85–100% of membership.	Held 5–6 meetings per year. At least 3 agendas included chapter business, ongoing membership education, elections, and professional/educational programming using resources from the school, community or Society. Attendance included 70–85% of membership.	Held 3-4 meetings per year. At least 2 agendas included chapter business, elections, and professional/ educational programming using resources from the school or community. Attendance included 40–69% of membership.	Held 1–2 meetings per year. At least one agenda included chapter business, professional/ educational programming using resources from the school or Community. Attendance included less than 40% of membership.	One meeting held per year. One agenda included chapter business. Attendance included less than 40% of membership.
<b>Pictures</b>	Pictures are included at the end of the section with brief captions.	Pictures are included throughout the section with brief captions.	Pictures are included within the section without brief captions.	Pictures are included (at the end or throughout) without brief captions.	Pictures are not included.

## Section #3: *Membership and Retention*

Total Possible: 12 points

	4	3	2	1	0
<b>Membership</b>	Executed a comprehensive plan to reach all SOE students and faculty (undergrad and grad) and community education professionals. Hosted an informational and orientation meeting for new members; conducted membership retention activities for currently enrolled and/or graduated members; recognized scholarship and excellence in education with general membership and/or with local educators.	Executed a comprehensive plan to reach some SOE students and faculty (undergrad and grad). Hosted either an informational or orientation meeting for new members; conducted membership retention activities for currently enrolled members.	Had a plan to reach only SOE students with a minimal plan to reach faculty. Hosted either an informational or orientation meeting. Members occasionally receive benefits information.	Inconsistent plan to reach SOE students. Informational or orientation meeting not included with membership activities.	Comprehensive recruitment plan not established. Members are initiated and not made aware of benefits.
<b>Membership Retention</b>	Average renewal rate of 70% or more each academic year.	Average renewal rate of 50–69% each academic year.	Average renewal rate of 30–49% each year.	Average renewal of 20–29% each year.	Average renewal rate of 19% or below.
<b>Pictures</b>	Pictures are included at the end of the section with brief captions.	Pictures are included throughout the section with brief captions.	Pictures are included within the section without brief captions.	Pictures are included (at the end or throughout) without brief captions.	Pictures are not included.

## Section #4: Leadership Development

Total Possible: 16 points

	4	3	2	1	0
<b>Officer Elections Process</b>	<ul style="list-style-type: none"> <li>-Executive board promoted officer openings.</li> <li>-Nominations were accepted.</li> <li>-Executive Committee approved slate of candidates.</li> <li>-Slate of candidates approved by membership.</li> <li>-Executive Committee created ballot.</li> <li>-Candidates presented speeches.</li> <li>-Members voted.</li> <li>-Newly appointed officers were publicized to membership, the campus, and the local community.</li> </ul>	<ul style="list-style-type: none"> <li>-Executive board promoted officer openings.</li> <li>-Nominations were accepted.</li> <li>-Executive Committee approved slate of candidates.</li> <li>-Slate of candidates approved by membership.</li> <li>-Executive Committee created ballot.</li> <li>-Candidates presented speeches.</li> <li>-Members voted.</li> <li>-Newly appointed officers were publicized to membership.</li> </ul>	<ul style="list-style-type: none"> <li>-Nominations were accepted.</li> <li>-Executive Committee approved slate of candidates.</li> <li>-Slate of candidates approved by membership.</li> <li>-Executive Committee created ballot.</li> <li>-Candidates presented speeches.</li> <li>-Members voted.</li> <li>-Newly appointed officers were publicized to membership.</li> </ul>	<ul style="list-style-type: none"> <li>-Nominations were accepted.</li> <li>-Executive Committee approved slate of candidates.</li> <li>-Executive Committee created ballot.</li> <li>-Candidates presented speeches.</li> <li>-Members voted.</li> <li>-Newly appointed officers were publicized to membership.</li> </ul>	<ul style="list-style-type: none"> <li>-Executive Committee approved slate of candidates.</li> <li>-Executive Committee created ballot.</li> <li>-Members voted.</li> </ul>
<b>Officer Training</b>	All officers attended Virtual Officer Training Webinars (live, recorded, or led by counselor). At least two officers participated in supplemental training (e.g. Society sponsored events, Student Government/Life training, campus or state education organization training, etc.).	At least half of officers attended Virtual Officer Training Webinars (live, recorded, or led by counselor). At least one officer participated in supplemental training (e.g. Society sponsored events, Student Government/Life training, campus or state education organization training, etc.).	A fourth of officers attended Virtual Officer Training Webinars (live, recorded, or led by counselor). At least one officer participated in supplemental training (e.g. Society sponsored events, Student Government/Life training, campus or state education organization training, etc.).	One officer attended a Virtual Officer Training Webinar (live, recorded, or led by counselor).	Officers did not receive training.
<b>Officer Transitions Process</b>	All officers participated in transition process which included chapter issues, financial status, officer specific binders, and goal setting.	At least half of officers participated in transition process which included chapter issues, financial status, officer specific binders, and goal setting.	A fourth of officers participated in transition process which included chapter issues, financial status, officer specific binders, and goal setting.	Chapter officers participated in transition process which included chapter issues, and transferring of officer specific binders.	The chapter did not conduct officer transition activities.
<b>Pictures</b>	Pictures are included at the end of the section with brief captions.	Pictures are included throughout the section with brief captions.	Pictures are included within the section without brief captions.	Pictures are included (at the end or throughout) without brief captions.	Pictures are not included.

## Section #5: Chapter Programming

Total Possible: 20 points

	4	3	2	1	0
<b>Professional/ Career Development</b>	<ul style="list-style-type: none"> <li>-Programming outcomes consistently exceeded chapter goals.</li> <li>-Evidence fully displays program's impact on SOE, chapter members, chapter as whole, college/university, community-at-large and/or overall Society [here's what we did, with whom, and the results].</li> <li>-Excellent evaluation of strengths and weaknesses resulting in a revised program.</li> <li>-Three samples of an evaluation/feedback included.</li> </ul>	<ul style="list-style-type: none"> <li>-Programming outcomes met or exceeded chapter goals.</li> <li>-Evidence displays more than average impact on SOE, chapter members, chapter as whole, college/university, community-at-large and/or overall Society [here's what we did, with whom, and the results].</li> <li>-Accurate consideration of strengths and weaknesses with some revision to the program.</li> <li>-Two samples of sources of an evaluation/feedback included.</li> </ul>	<ul style="list-style-type: none"> <li>-Programming outcomes met chapter goals.</li> <li>-Evidence does not fully support the program's impact [here's what we did, with whom, and the results].</li> <li>-Somewhat superficial consideration of strengths and weaknesses—perhaps leading to program revision.</li> <li>-One sample of evaluation/feedback included.</li> </ul>	<ul style="list-style-type: none"> <li>-Programming outcomes inconsistently met and/or did not meet chapter goals</li> <li>-Little to no evidence of program's impact [here's what we did, with whom, and the results].</li> <li>-Lacks reflection on strengths and weaknesses.</li> <li>-Evaluation/feedback sample not included.</li> </ul>	
<b>Service/ Community Outreach</b>	<ul style="list-style-type: none"> <li>-Programming outcomes consistently exceeded chapter goals</li> <li>-Evidence fully displays program's impact on SOE, chapter members, chapter as whole, college/university, community-at-large and/or overall Society [here's what we did, with whom, and the results].</li> <li>-Excellent evaluation of strengths and weaknesses resulting in a revised program.</li> <li>-Three samples of an evaluation/feedback included.</li> </ul>	<ul style="list-style-type: none"> <li>-Programming outcomes met or exceeded chapter goals.</li> <li>-Evidence displays more than average impact on SOE, chapter members, chapter as whole, college/university, community-at-large and/or overall Society [here's what we did, with whom, and the results].</li> <li>-Accurate consideration of strengths and weaknesses with some revision to the program</li> <li>-Two samples of sources of an evaluation/feedback included.</li> </ul>	<ul style="list-style-type: none"> <li>-Programming outcomes met chapter goals.</li> <li>-Evidence does not fully support the program's impact [here's what we did, with whom, and the results].</li> <li>-Somewhat superficial consideration of strengths and weaknesses—perhaps leading to program revision.</li> <li>-One sample of evaluation/feedback included.</li> </ul>	<ul style="list-style-type: none"> <li>-Programming outcomes inconsistently met and/or did not meet chapter goals.</li> <li>-Little to no evidence of program's impact [here's what we did, with whom, and the results].</li> <li>-Lacks reflection on strengths and weaknesses.</li> <li>-Evaluation/feedback sample not included.</li> </ul>	
<b>Alumni Relations/ Mentoring</b>	<ul style="list-style-type: none"> <li>-Programming outcomes consistently exceeded chapter goals</li> <li>-Evidence fully displays program's impact on SOE, chapter members, chapter as whole, college/university, community-at-large and/or overall Society [here's what we did, with whom, and the results].</li> <li>-Excellent evaluation of strengths and weaknesses resulting in a revised program.</li> <li>-Three samples of an evaluation/feedback included.</li> </ul>	<ul style="list-style-type: none"> <li>-Programming outcomes met or exceeded chapter goals.</li> <li>-Evidence displays more than average impact on SOE, chapter members, chapter as whole, college/university, community-at-large and/or overall Society [here's what we did, with whom, and the results].</li> <li>-Accurate consideration of strengths and weaknesses with some revision to the program</li> <li>-Two samples of sources of an evaluation/feedback included.</li> </ul>	<ul style="list-style-type: none"> <li>-Programming outcomes met chapter goals.</li> <li>-Evidence does not fully support the program's impact [here's what we did, with whom, and the results].</li> <li>-Somewhat superficial consideration of strengths and weaknesses—perhaps leading to program revision.</li> <li>-One sample of evaluation/feedback included.</li> </ul>	<ul style="list-style-type: none"> <li>-Programming outcomes inconsistently met and/or did not meet chapter goals.</li> <li>-Little to no evidence of program's impact [here's what we did, with whom, and the results].</li> <li>-Lacks reflection on strengths and weaknesses.</li> <li>-Evaluation/feedback sample not included.</li> </ul>	
<b>Fund-raising</b>	<ul style="list-style-type: none"> <li>-Programming outcomes consistently exceeded chapter goals.</li> <li>-Evidence fully displays program's impact on SOE, chapter members, chapter as whole, college/university, community-at-large and/or overall Society [here's what we did, with whom, and the results].</li> <li>-Excellent evaluation of strengths and weaknesses resulting in a revised program.</li> <li>-Three samples of an evaluation/feedback included.</li> </ul>	<ul style="list-style-type: none"> <li>-Programming outcomes met or exceeded chapter goals.</li> <li>-Evidence displays more than average impact on SOE, chapter members, chapter as whole, college/university, community-at-large and/or overall Society [here's what we did, with whom, and the results].</li> <li>-Accurate consideration of strengths and weaknesses with some revision to the program</li> <li>-Two samples of sources of an evaluation/feedback included.</li> </ul>	<ul style="list-style-type: none"> <li>-Programming outcomes met chapter goals.</li> <li>-Evidence does not fully support the program's impact [here's what we did, with whom, and the results].</li> <li>-Somewhat superficial consideration of strengths and weaknesses—perhaps leading to program revision.</li> <li>-One sample of evaluation/feedback included.</li> </ul>	<ul style="list-style-type: none"> <li>-Programming outcomes inconsistently met and/or did not meet chapter goals.</li> <li>-Little to no evidence of program's impact [here's what we did, with whom, and the results].</li> <li>-Lacks reflection on strengths and weaknesses.</li> <li>-Evaluation/feedback sample not included.</li> </ul>	
<b>Pictures</b>	Pictures are included at the end of the section with brief captions.	Pictures are included throughout the section with brief captions.	Pictures are included within the section without brief captions	Pictures are included (at the end or throughout) without brief captions.	Pictures are not included.

**Section #6: Communications**

**Total Possible: 8 points**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Chapter Communications and Marketing</b>	<ul style="list-style-type: none"> <li>-Notifications for meetings and events were sent 14 days in advance.</li> <li>-Open discussion/feedback was offered during meetings.</li> <li>-Pertinent information from meetings was distributed to members within 1 week.</li> <li>-Members receive general chapter information once per month.</li> <li>-The chapter maintained a Web site or other form of social network with consistent updates.</li> <li>-The chapter frequently submitted information to campus, local, and/or national publications.</li> </ul>	<ul style="list-style-type: none"> <li>-Notifications for meetings and events were sent 7 days in advance.</li> <li>-Open discussion/feedback was offered during meetings.</li> <li>-Pertinent information from meetings was distributed to members within 2 weeks.</li> <li>-Members received general chapter information every other month.</li> <li>-The chapter maintained a Web site or other form of social network with periodical updates.</li> <li>-The chapter submitted information to campus and/or local publications.</li> </ul>	<ul style="list-style-type: none"> <li>-Notifications for meetings and events were sent less than 6 days in advance.</li> <li>-Pertinent information was distributed more than 2 weeks after a meeting.</li> <li>-Members received general chapter information once or twice per semester.</li> <li>-The chapter submitted information to campus publications.</li> </ul>	<ul style="list-style-type: none"> <li>-Notifications for meetings and events were sparingly sent.</li> <li>-Pertinent information was distributed occasionally, or not at all.</li> <li>-Members did not receive general chapter information.</li> <li>-Chapter information was submitted only to chapter members.</li> </ul>	
<b>Pictures</b>	Pictures are included at the end of the section with brief captions.	Pictures are included throughout the section with brief captions.	Pictures are included within the section without brief captions.	Pictures are included (at the end or throughout) without brief captions.	Pictures are not included.