

## ACE Application Rubric

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

The School of Education (SOE) Enrollment Numbers should reflect all full-time students (undergraduate and graduate) enrolled in your education program. Satellite campuses that do not have a chapter and are within one hour's driving time of the primary chapter should be included in the count.

### Section #1:

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Orientation Meeting</b>	Created multiple opportunities to talk with all eligible SOE students and involve officers and KDP resources (DVD, PowerPoint presentations)	Created multiple opportunities to talk with eligible SOE students to generate interest with no additional resources.	Held one meeting for eligible and interested SOE students.	Held a meeting for recently initiated members.
<b>Initiation Percentage and Procedure</b>	<b>Total SOE Enrollment x 20% = Eligible Students</b> *Specific goals are assigned for each chapter based on the goal from each model requirement, taking into account the number of new members the chapter has recruited in each of the last two years. <b>A chapter's specific goal may be higher or lower than the Model Recruitment Goal based on its chapter history.</b>			
<b>Advanced &amp; Standard Chapters</b>	Conducted ceremonies each semester initiating more than 50% of SOE enrollment or recruitment goal. List of new members approved and submitted within 48 hours of ceremony.	Conducted ceremonies each semester initiating 39%–50% of SOE enrollment or recruitment goal. List of new members approved and submitted within 78 hours of ceremony.	Conducted ceremonies each semester initiating 26%–38% of SOE enrollment or recruitment goal. List of new members approved and submitted within 5 days of ceremony.	Conducted a ceremony once a year initiating 25% of SOE enrollment or recruitment goal. List of new members approved and submitted 6–7 days of ceremony.
<b>Initiation-Only Chapters</b>	Conducted ceremonies each semester initiating more than 50% of SOE enrollment or recruitment goal. List of new members approved and submitted within 48 hours of ceremony.	Conducted ceremonies each semester initiating 39%–50% of SOE enrollment or recruitment goal. List of new members approved and submitted within 78 hours of ceremony.	Conducted ceremonies once a year initiating 26%–38% of SOE enrollment or recruitment goal. List of new members approved and submitted within 5 days of ceremony.	Conducted a ceremony once a year initiating 25% of SOE enrollment or recruitment goal. List of new members approved and submitted 6–7 days of ceremony.
<b>Membership Recruitment &amp; Retention Plan</b>	Executed a comprehensive plan to reach all SOE students and faculty (undergrad and grad) and community education professionals, and to keep alumni and community members current with Society and chapter.	Executed a plan to reach SOE students and faculty and to keep alumni and community members current with the Society.	Had a plan to reach only SOE students and a minimal plan to reach faculty and to keep them current with the Society and or/chapter during students' institutional stay only.	Inconsistent recruitment efforts to reach eligible SOE students.
<b>General Membership Meetings with Ongoing Membership Education</b>	Held 10–12 meetings. At least 4 agendas reflect comprehensive programs utilizing resources from the chapter and the Society-communicated benefits of services to its membership.	Held 7–9 meetings per year. At least 3 agendas reflect programs utilizing resources from the chapter and the Society-communicated benefits of services to its membership.	Held 3–6 meetings per year. At least 2 agendas indicate communication of benefits and services to the membership.	Held 1–2 meetings per year. Includes one agenda that reflects communication of benefits and services to its membership or none at all.
<b>Listing of Activities</b>	Included all events, meetings, and projects as well as committee and ad hoc/ subcommittee dates, times, and attendance.	Included some events, meetings, and projects as well as committee dates, times, and/or attendance.	Included events, meetings, and project dates and times or attendance.	Included meetings, with dates and times only.

**Section(s) #2 – 6:**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Appropriate Outcome Category Programming</b>	Goals and outcomes established for each program in each category.	Goals established for 75% of programs in each category.	Goals established for 50–74% of programs in each category.	Goals for less than 50% of programs in each category.
<b>Variety of Programming</b>	Each category had 4 examples for each type of program.	Each category had 3 examples for each type of program.	Each category had at least 2 examples for each type of program.	Some categories contain only 1 example for each type of program.
<b>Depth of Programming</b>	Used numerous outside resources, in addition to chapter resources for different types of programs.	Used 2 outside resources, in addition to chapter resources for different types of programs.	Used 1 outside resource and relied heavily on the chapter resources for different types of programs.	Relied exclusively on chapter resources with no evidence of outside resources used in any category of programs.
<b>Number of people served</b>	Widely diverse audience was proposed and involved.	Good range of diversity most of the time.	Successful attempts at reaching diverse audiences with variation.	Some attempts with limited range of diversity.
<b>Number of chapter members involved</b>	Participation levels at 85–100% for all meetings.	Participation levels at 70–84% for all meetings.	Participation levels at 40–69% for all meetings.	Participation levels less than 40% for all meetings.
<b>Reflection/ Evaluation of Impact</b>	<ul style="list-style-type: none"> <li>• Programming outcomes consistently exceeded chapter goals.</li> <li>• Clear evidence of every program's impact [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>• Evidence of several instances where 3 or more sources of informal and/or formal feedback used.</li> </ul>	<ul style="list-style-type: none"> <li>• Programming outcomes met or exceeded chapter goals.</li> <li>• Evidence supports the majority of offered programs outcomes depicting program's impact [here's what we did, and with whom, and the results].</li> <li>• Accurate consideration of strengths and weaknesses with some revision to the program.</li> <li>• 1-2 sources of informal and/or formal feedback used.</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, and with whom, and/or the results].</li> <li>• Somewhat superficial consideration of strengths and weaknesses, perhaps leading to program revision.</li> <li>• At least 1 source of informal and/or formal feedback used.</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].</li> <li>• Lacks reflection of strengths and weaknesses.</li> <li>• No use of feedback used.</li> </ul>

**Overall Presentation of Application Portfolio:**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Written Abstracts</b>	Essential information presented logically and succinctly.	Most information presented logically and succinctly.	Some information presented with inconsistent logic; abstracts are wordy.	Random selection of information presented and illogically with extraneous information and incoherent writing.
<b>Organization/ Mechanics</b>	<ul style="list-style-type: none"> <li>• Same font throughout.</li> <li>• No grammatical errors.</li> <li>• Layout is easy to navigate.</li> </ul>	<ul style="list-style-type: none"> <li>• 1-2 different fonts.</li> <li>• Very few grammatical errors.</li> <li>• Layout is easy to navigate.</li> </ul>	<ul style="list-style-type: none"> <li>• 3 different fonts.</li> <li>• Some grammatical errors.</li> <li>• Layout is sometimes confusing.</li> </ul>	<ul style="list-style-type: none"> <li>• More than 3 fonts.</li> <li>• Many grammatical errors.</li> <li>• Layout is difficult to navigate.</li> </ul>
<b>Design</b>	Clean, very visually appealing.	Fairly clean, visually appealing.	Clean but limited visual appeal.	Cluttered, low in visual appeal.