EUE Evaluation Rubric

	Excellent (4 points)	Good (3 points)	Fair (2 points)	Poor (1 point)
Excellence and innovation	Highly innovative with high ongoing potential to promote educational excellence.	Innovative project with ongoing potential to improve educational excellence.	Somewhat innovative project with potential to improve educational excellence.	Not innovative with little potential to promote educational excellence.
Impact on under-graduate education	Significant impact beyond a single semester for a large number of students from multiple disciplines.	Impact beyond a single semester for a large number of students.	Impact is ongoing, but affects few students, or impact is not ongoing but affects a large number of students.	Little or no impact beyond a single semester. Impact is only affecting a small number of students in one area of a program.
Alignment with EUE Priorities*	Project goals and activities are strongly aligned and are clearly articulated with EUE priorities.	Project goals and activities are aligned with EUE priorities.	Project goals and activities are tangentially aligned to areas of EUE priorities.	Project goals and activities do not relate to EUE priorities.
Clarity of description	Explicitly written project narrative describes a clear plan that is achievable in the time frame.	Project narrative seems to provide a plan that is achievable in the time frame and makes sense.	Project narrative is somewhat unclear and/or there is concern regarding ability to achieve the project goals in the time frame.	Project narrative does not include many necessary elements and is not clearly expressed.
Cost effectiveness	Project budget is fully described and justified; is appropriate to complete the activities without unnecessary expenditures; the project could not be completed without EUE funding.	Project budget is fully described and is justified. The budget is appropriate to complete the activities.	Project budget is somewhat described but it is unclear or may be inappropriate to complete the activities.	Project budget is not appropriate to complete the activities or includes unnecessary expenditures; the project could be completed without EUE funding.
Qualifications of project director(s) to carry out the project	Highly qualified with significant experience related to project topic and activities	Qualified to complete the project.	Unclear if qualified or has experience or has little qualifications or experience.	Not well- qualified with little experience related to project topic and activities
Validity of evaluation plan	Project goals will be clearly assessed effectively using appropriate measures	Project goals will be assessed.	Project goals will not be fully assessed with appropriate measures.	Project goals will not be assessed or use inappropriate or inadequate measures
Previous Funding	The project is completely different from previous projects funded by EUE (no point reduction)	The project includes some activities that were previously funded by EUE (-1 point)	The project includes many activities that were previously funded by EUE (-2 points)	The project is a direct continuation of a previously funded project. (-3 points)

*Course redesign projects that utilize inclusive, student-centered pedagogies to address equity gaps, improve the achievement of student learning outcomes, and enhance retention. Courses that have high numbers of sections, a high ratio of D/F/W grades, or those key required courses with high enrollments and opportunities to improve equitable student success

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