Las Positas College  
Basic Skills Project Proposal Rubric

Project Title:

Project Coordinator:

Committee Review:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Needs Improvement 1 pt** | **Developing 2 pts** | **Proficient 3 pts** | **Score & Notes** |
| I. Goals: Does the project specifically address one of the BaSk goals? | The project does not show a correlation between itself and the BaSk long-term goals. | The project is loosely tied to one of the BaSk long-term goals. | The project is directly tied to and supports one of the BaSk long-term goals. |  |
| II. Description: Is the project clearly and comprehensively described? | The proposal provides only a limited description. It is unclear what the project entails and how it relates to the goal. | The proposal provides a clear description of the activities with some linkage to the goal. | The proposal is clear, and the described activities link directly to the specified goal. |  |
| III. Rationale: Is the project designed to meet a specific student need identified through the college’s Program Review process? Is it a basic skills student need? | The project does not meet an identified need relevant to basic skills students. | The project meets an identified need that targets most of our basic skills students. | The project clearly describes both the need and how it will target most or all of our basic skills students. |  |
| IV. Outcomes: Are the intended outcomes clear, concrete, and focused on students? | The project does not have clear, concrete outcomes focused on students. | The project has outcomes, but they are not clearly focused on students. | The project has clear, concrete outcomes focused on students. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Needs Improvement 1 pt** | **Developing 2 pts** | **Proficient 3 pts** | **Score & Notes** |
| V. Measurement: Does the project include a plan for evaluating the outcomes with quantifiable measures? | The project has no real methodology and has only limited metrics for evaluating the outcomes. | The project has somewhat clear and sound methodology and somewhat clear qualitative and/or quantitative metrics for evaluating the outcomes. | The project has extremely clear and sound methodology and extremely clear qualitative and/or quantitative metrics for evaluating the outcomes. |  |
| VI. Budget/Sustainability: Is the project cost effective? Can the project be sustained past the initial BaSk funding period (e.g. through general funds, categorical funds, or other)? | The project is completely dependent on Basic Skills funding. The project is exceedingly costly. | The project is mostly dependent on Basic Skills funding. The project is fairly economical. | The proposal is not overly dependent on Basic Skills funding. The project is cost effective. |  |
| VII. Scalability/Institutionalization: Can the project be scaled up? Is the project innovative or  transformative of institutional culture, process or services? | The project has limited ability to be scaled up to serve more students. It is not very innovative or transformative. | The project has the ability to grow beyond its pilot, but may have limited ability to serve all of the students who need or want it. | The project has the ability to expand to serve all of the students who need and/or want it. It is very innovative and has the potential to transform the institution’s culture, process or services. |  |
| VIII. Timeline: Is the timeline clear and realistic? | The project timeline is both unclear and incomplete. | The project timeline is unclear or incomplete. | The project timeline is clear and complete. |  |