Appendix A

Higher Education Program
Masters Higher Education Administrator Evaluation Rubric

Program Objective:	Understanding the importance of equity and social justice, graduates of the Masters in Higher Education program use applied theories and practical research as tools of collaborative change in their leadership positions.			
Objective 1: Professional Foundations/ Higher Education Administrator Competencies (based on CAS/ACPA/NASPA Competencies) P1				
	Exceeds Expectations	**Meets Expectations**	**Meets Some Expectations**	**Does not Meet Expectations**
Communication	Demonstrates high levels Written, oral, and visual forms of communication are appropriate for the intended audience. Projects are exceptionally well written and organized and connect components in a seamless manner. Communication is highly responsive to audience comments and questions. Articulates ideas clearly and concisely; presented neatly and professionally; grammar and spelling are correct; uses good professional style.	Demonstrates written, oral, and visual forms of communication which are appropriate for the intended audience Projects are well written and organized and connects components in a seamless manner. Communication is responsive to audience comments and questions. Articulates ideas clearly and concisely; presented neatly and professionally; grammar and spelling are correct; uses good professional style;	Demonstrates written, oral, and visual forms of communication which are somewhat appropriate for the intended audience. Projects demonstrate somewhat satisfactory organization; clear introduction; main points are well stated, even if some transitions are somewhat sudden; clear conclusion. Communication is somewhat responsive to audience comments and questions. Articulates ideas; one or two grammar or spelling errors per page; style is appropriate for audience	Demonstrates written, oral, and visual forms of communication which are not appropriate for the intended audience. Responds to questions inadequately or is not responsive to questions. Lacks organization and some of the main points and conclusions are unclear. Text rambles, key points are not organized; spelling or grammar errors present throughout more than 1/3 of paper; style is inappropriate for audience

Interpersonal Skills	Consistently demonstrates sensitivity to cultural norms and organizational practices. Always conveys ideas and information expertly, frequently, and inclusively through media and verbal and nonverbal means. Always listens actively to understand, comprehend, analyze, engage, and act. Always projects confidence and responds responsively and tactfully.	Demonstrates sensitivity to cultural norms and organizational practices. Consistently conveys ideas and information appropriately and consistently through media and verbal and nonverbal means. Consistent listens actively to understand, comprehend, analyze, engage, and act. Consistently confidence and responds responsively and tactfully.	Demonstrates some sensitivity to cultural norms and organizational practices. Occasionally conveys ideas and information appropriately and consistently through media and verbal and nonverbal means. Occasionally listens actively to understand, comprehend, analyze, engage, and act. Occasionally projects confidence and responds responsively and tactfully.	Insensitive to cultural norms and organizational practices. Seldom or never conveys ideas and information appropriately and consistently through media and verbal and nonverbal means. Seldom or never listens actively to understand, comprehend, analyze, engage, and act. Seldom or never projects confidence and responds responsively and tactfully.
Theory	Demonstrates a comprehensive understanding of theory and its application. Identifies and critically analyzes strengths and weaknesses of theory. Aligns with research question, methods, and observations.	Demonstrates a satisfactory understanding of theory and uses existing theory well. Informs the research question and measures. Identifies where theory works and where it does not work adequately.	Demonstrates understanding of theory at a simple level. Theory is minimally applied to recommendations and solutions.	Demonstrates a lack of understanding of theory at any level. Theory is not applied to question or problem.
Objective 2: Leadership, Teamwork, Collaboration and Ethical Practice in Higher Education (P2)				
Knowledge and Awareness of Contemporary Issues and Different	Uses varied sources of evidence and analyzes data about current	Uses several information sources and some data to shape vision, mission,	Uses a single source of information and data about what is currently occurring	Uses no information and data about what is currently

Perspectives	practices and outcomes to shape vision, mission, and goals with high, measurable expectations	and goals with expectations for students and educators	to shape mission and goals.	occurring to shape mission and goals.
Leadership Roles and Behaviors	Clearly understands the multiple purposes of higher education and demonstrates the leadership behaviors and role needed in modern society	Demonstrates appropriate understanding of the purpose of higher education and the leadership roles needed in higher education	Demonstrates limited understanding of the purpose of higher education and the leadership roles needed in higher education	Appears unable to connect decisions and behaviors to the purpose of education and the role of leadership in modern society.
Teamwork & Collaboration	Demonstrates high levels of knowledge and ability needed to understand how to embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles.

Demonstrates high levels of knowledge and ability to develop, enhance, and sustain teamwork and cooperation.
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Demonstrates high levels of knowledge and ability to facilitate shared problem solving and decision making. | Demonstrates appropriate knowledge and ability needed to understand how to embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles.

Demonstrates appropriate knowledge and ability to develop, enhance, and sustain teamwork and cooperation.

Demonstrates appropriate levels of knowledge and ability to facilitate shared problem solving and decision making. | Demonstrates some knowledge and ability needed to understand how to embrace and employ the diversity of individuals, cultures, values, ideas, and communication styles.

Demonstrates some knowledge and ability to develop, enhance, and sustain teamwork and cooperation.

Demonstrates some knowledge and ability to facilitate shared problem solving and decision making. | Demonstrates limited or no knowledge and ability needed to understand how to embrace and employ the diversity of individuals, cultures, values, ideas, and communicatio n styles.

Demonstrates limited or no knowledge and ability to develop, enhance, and sustain teamwork.

Demonstrates no knowledge and ability to facilitate shared problem solving and decision making. |
| Ethical Considerations | Possesses and reflects upon a personal and | Demonstrates the basic understanding of | Demonstrates limited understanding of | Make little mention of a personal and |

	professional code of ethics and expects others in the higher education community to behave ethically and with integrity.	professional code of ethics and understands how to act with integrity.	professional code of ethics and understands how to act with integrity.	professional code of ethics and rarely uses it to reflect on actions and decisions.
Section 3: Assessing, Proposing and Evaluating Solutions to Problems in Practice(P3)				
Originality and Problem Definition	Identification of the problem is significant, authentic, interesting, and thoughtful . Clearly states the problem in context, gives breadth, depth, and insight to the issues and states why it is it is important. Use of existing literature is comprehensive, thorough, complete, coherent, concise, and up to date (if applicable)	Identification of the problem is appropriately articulated. States the problem in context and appropriately. Shows understanding of the command over the most relevant literature (if applicable)	Identification of the problem is poorly articulated and organized, weak attempt to address the issue Problem definition is less interesting; has less breadth, depth, and insight Shows limited understanding of the command over the most relevant literature (if applicable)	Identification of the problem is poorly articulated and organized, weak attempt to address the issue Does not provide or does not put the problem in a clear context. Looks at a question or problem that is trivial, weak, unoriginal, or already solved by the partnering institution. Misinterprets or does not understand the literature (if applicable)
Critical Thought and Argument	Demonstrates mature critical thinking. The methods and techniques to be used are clearly and fully described and justified per	Demonstrates appropriate level of critical thinking. Uses existing methods, techniques, or approaches in correct manner.	Demonstrates limited critical thinking. Uses existing methods, techniques, or approaches in somewhat accurate ways.	Lacks careful thought. Has a weak, inconsistent, self-contradictory, unconvincing, and/or invalid argument.

	purpose and research/evaluation questions Limitations of the design are explored at length. Argument is focused, logical, rigorous, and sustained.	Limitations of the design are explored adequately. Sustains an argument appropriately and is convincing..	Limitations of the design are not explored with any breadth or depth. Sustains an argument, but the argument is not imaginative, complex, or convincing	Methods and techniques to be used are not adequately described or justified. Discussion of the limitations of the design is incomplete, inappropriate, or erroneous
Presentation of Findings	Results are appropriately presented to both audience and according to professional scholarly standards. Presentation of results is organized and transitions in a meaningful narrative. The selection of results presented may be considered as the most salient to the study. Tables and figures are provided and used to supplement explanations in text.	Results are somewhat appropriately presented to either the audience or according to professional scholarly practitioner standards but not both. Presentation of results is somewhat organized in that the narrative progresses in a meaningful way. There is a selective presentation of results that are salient but still not selecting the most salient. Tables and figures are provided yet not explained in detail	Results are not appropriately presented to the particular audience or according to the professional scholarly standards. Presentation of results is not organized in a meaningful narrative that transitions smoothly. Results presented without reference to what may be considered most relevant to that particular study. Tables and figures are neither provided nor sufficiently explained in text.	Results are not presented to the particular audience or according to professional scholarly practitioner standards. Presentation of results is missing. Results are missing. Tables and figures are neither provided nor sufficiently explained in text. Tables and figures are used to replace explanation of results rather than supplement.

Results/Interpretations/ Conclusions	Provides plausible interpretations Interesting, surprising, and insightful. Discusses strength, weaknesses, and limitations. Context of the study is reiterated in a clear and concise manner. Conclusions are both tied to empirical evidence and explained thoroughly with respect to the context of the problem. Recommendations are explained as founded in both evidence from the data collected and the extant literature.	Provides a good summary of results. Context of the evaluation is not fully reiterated in a clear and concise manner. Findings are explained with some depth according to each research question. Conclusions are tied to empirical evidence but not explained. Recommendations are explained with some foundation in either evidence from the data or the extant literature but not both.	Interpretation is not objective, cogent, or correct. Makes improper inferences. Overstates the results . Summarizes what has already been said. Does not understand the results or what has been done. The explanation of recommendations does not clearly or coherently answer research questions.	Has wrong, inappropriate, incoherent, or confused analysis of problem. Interpretation is not objective, cogent, or correct. Has unsupported or exaggerated interpretations. Does not address the significance or the implications of the problem The explanation of findings does not clearly or coherently answer community partner questions.
Implementation and Contributions to the Field	Results demonstrate sophisticated evidence of planning and development of the project. Most or all of the recommendations from the project are more or less functional with minor effort need to	Results demonstrate good evidence of planning and development of the project. Many recommendations work, some need additional work to become viable. Results make a	Results demonstrate limited evidence of planning and development of the project Some recommendations work with partial function of the rest. Results make a small contribution to the field of higher education.	Results do not establish criteria for development of the project. Few if any recommendations are functional. Major areas not started or addressed. Results make no contribution

	complete. Results are of interest to collaborating partner and/or larger community and significantly advances the field of higher education. Demonstrates skills and knowledge of how to implement an intervention/ solution to a problem in practice within scope of influence at a high and innovative standard.	contribution to the field of higher education. Demonstrates skills and knowledge of how to implement an intervention/solution to a problem in practice at an intermediate level	Demonstrates skills and knowledge of how to implement An intervention/solution to a problem of practice at a novice or below level.	to the field of higher education.

Capstone Group Presentation Evaluation

Meets the Standards (Yes or No):	
Strengths:	
Areas of Concern:	
Recommendations:	

Appraisal Component 1: Project Plan
 	
Does the group presentation's professional synthesizing project plan include all required elements?
   a) Does the group presentation define the project's purposes?
   b) Does the group presentation explain the project's significance and benefits to the community partner?
   c) Does the group presentation create a step-by-step plan with a realistic timeline for completion?
   d) Does the group presentation set the project's success measures, benchmarks,	

tasks, roles and responsibilities, resources, and strategies?	

Appraisal Component 2: Project Criteria
 	
Does the group presentation's professional synthesizing project demonstrate achievement of each criterion?
   a) Is the group presentation's project original, significant, ambitious, interesting, exciting, and thoughtful? Does the group presentation ask an important question or address an important problem? Does the group presentation clearly state and explain the question or problem?
   b) Does the group presentation demonstrate a deep understanding of and fully incorporate applicable course, program, and institutional learning objectives?
   c) Is the project well written, organized, and presented? Does the group presentation follow the *APA Publication Manual* standards? Are components connected in a seamless manner? Does the group presentation have a point of view and a confident voice? Is the project publishable?
   d) Does the group presentation demonstrate mature critical thinking? Is the argument focused, logical, rigorous, and sustained?
   e) Does the group presentation demonstrate a thoughtful understanding of relevant literature? Does the group presentation present thorough research that includes rich data from multiple sources?	

f) Does the group presentation demonstrate a sophisticated and deep understanding of theory? g) Does the group presentation demonstrate a comprehensive, complete, sophisticated, and convincing analysis? Are results significant? Does the group presentation's conclusion tie the whole project together? Is the project of interest to a larger community and does it advance the ways readers h) think?	