

SYRACUSE UNIVERSITY

Co-Curricular Program & Unit Assessment & Action Plan Rubric

This rubric is intended to provide feedback on co-curricular assessment and action plans. Each component of Syracuse University's assessment and action plan template is incorporated in the rubric. A sustainability component is included as well, providing the expectation that each co-curricular program/unit will sustain a well-designed and manageable assessment plan and process to inform decision-making.

Element & SU Expectation	Not Evident - 0	Emerging - 1	Developing - 2	Proficient - 3	Score
<p>Goals</p> <p>The co-curricular program/unit has two to four goal statements that address the long-term aims and purposes of the program/unit.</p> <p>Goals are broadly stated, meaningful, achievable, and provide a framework for identifying outcomes.</p>	No evidence of goals.	<p>Goals are identified but reflect the short-term aim or purpose of the co-curricular program/unit.</p> <p>Goals may not be meaningful or achievable.</p>	<p>Goals may reflect not only the long-term but also short-term aims or purposes of the co-curricular program/unit.</p> <p>Goals are broadly stated, meaningful and achievable.</p>	<p>Goals reflect the long-term aim or purpose of the co-curricular program/unit.</p> <p>Goals are broadly stated, meaningful, achievable, and provide a framework for identifying outcomes.</p>	
<p>Outcomes</p> <p>Two or more outcomes are identified for each stated goal.</p> <p>All outcomes are specific, measurable, attainable, and aligned with the goals of the program/unit.</p> <p>The plan may include a combination of student learning/developmental and operational outcomes.</p>	No evidence of outcomes.	<p>Each goal has only one related outcome.</p> <p>Outcomes are written with imprecise verbs and/or may be too broad to measure.</p>	<p>Each goal has two related outcomes.</p> <p>Most outcomes are written using active verbs but may not be specific or attainable.</p>	<p>Each goal has two or more related outcomes.</p> <p>All outcomes are written using active verbs, and are specific, measurable, and attainable.</p>	
<p>Measures & Criteria</p> <p>Assessment activities focus on the use of direct measures for gathering information and are supported by indirect measures.</p> <p>At a minimum, two direct measures, or one direct measure and one indirect measure, are used to assess each outcome. Measures are clearly linked to outcomes being assessed.</p> <p>A specific criterion is identified for each measure that establishes expectations of achievement of the outcome being assessed.</p>	Measures and criteria are not identified.	<p>One measure is identified for each outcome being assessed or only indirect measures are identified.</p> <p>A criterion is not identified for each measure.</p>	<p>Two or more measures (either one direct and one indirect or two direct measures) are identified, but may not be clearly linked to the outcome being assessed.</p> <p>A criterion is identified for each measure, but lacks specificity.</p>	<p>Two or more measures (either one direct and one indirect or two direct measures) are identified for and clearly linked to each outcome being assessed.</p> <p>A specific criterion is identified for each measure that establishes expectations of achievement of the outcome being assessed.</p>	

Element & SU Expectation	Not Evident - 0	Emerging - 1	Developing - 2	Proficient - 3	Score
<p>Results and Interpretation</p> <p>Results are documented and consistent with all measures and criteria identified for each outcome being assessed in the academic year.</p> <p>Faculty/staff interpretation of the results is comprehensively documented and summarizes the strengths and weaknesses found in the results.</p>	There is no evidence that information is being collected or interpreted.	Results are documented for some, but not all, identified measures or are inconsistent with the identified measures and/or criteria. A minimal interpretation of the results is recorded.	Results are consistent with all identified measures and criteria but faculty/staff's interpretation is broadly summarized.	Results are consistent with all identified measures and criteria. Faculty/staff's interpretation of the results is documented and comprehensively summarizes the strengths and weaknesses found in the results.	
Element & SU Expectation	Not Evident - 0	Emerging - 1	Developing - 2	Proficient - 3	Score
<p>Action and Follow-up</p> <p>Assessment results inform faculty/staff decisions about the program/unit. Based on results, faculty/staff members suggest and implement actions to improve the program/unit. The rationale for actions taken or not taken is clearly documented in detail for all outcomes being assessed in the academic year.</p> <p>A follow-up plan detailing how actions have been implemented and the impact of actions over time is clearly described.</p>	There is no evidence that action items were discussed or implemented.	For each outcome being assessed, an action is identified, but does not align with the results and interpretation. No follow-up plans documented. OR It is stated that no action will be taken, but does not provide a rationale.	For each outcome being assessed, an action is identified. Follow-up plans are documented. OR It is stated that no action will be taken, but the rationale is minimally summarized.	For each outcome being assessed, an action is identified. A follow-up plan detailing how actions have been implemented and the impact of actions over time is clearly described. OR It is stated that no action will be taken and a clear rationale is provided in detail.	
Element & SU Expectation	Not Evident - 0	Emerging - 1	Developing - 2	Proficient - 3	Score
<p>Sustaining Assessment</p> <p>Co-curricular programs/units will sustain a well-designed and manageable assessment and action plan that informs decision-making. The entire set of outcomes are assessed over a four-year cycle.</p> <p>All faculty/staff members participate in the assessment process and are provided an opportunity to recommend improvements to the program/unit's assessment processes.</p>	No documentation that ongoing assessment activity is occurring.	Some assessment activity is occurring and documented, but it is unclear whether assessment processes are a regular part of the program/unit's functioning and inform decision-making. The results have been evaluated by a single faculty/staff member.	Assessment processes are becoming a regular part of the program/unit's functioning and inform decision-making. The results have been shared, discussed, and evaluated by a subset of faculty/staff or committee.	Assessment processes are a regular part of the program/unit's functioning and inform decision-making. The results have been shared, discussed, and evaluated by all faculty/staff members.	