SYRACUSE UNIVERSITY

Strategic Planning Rubric

IEA uses this rubric to provide schools/colleges/units with feedback on their Strategic Plans. Schools/colleges/units can also use this rubric to self-assess their Strategic Plans.

Element	SU Expectation	Not Evident – 0	Emerging – 1	Developing – 2	Proficient – 3	Score	Comments
Environmental Scan	The school/college/unit has a comprehensive and realistic analysis of strengths, opportunities, aspirations and risks (SOAR). The analysis is based on data withdrawn from: • Prior strategic plans • Annual assessment and action plans • Program review reports • APS data and market analysis. The SOAR analysis includes data related to the school/college/unit internal and external environment. Analysis considers higher education trends at the local, state or national level. The SOAR assists the schools/colleges/units in identifying critical risks to focus their actions and strengths on in strategic planning.	No SOAR analysis is included.	The SOAR analysis is missing several key elements. • Internal environment not analyzed • External environment not analyzed • No quantitative data included • No qualitative data included • Analysis does not consider higher education trends at the local, state or national level • No risks identified	The SOAR analysis is missing one or two key elements. • Internal environment somewhat analyzed • External environment somewhat analyzed • Some quantitative data included • Some qualitative data included • Analysis considers higher education trends at the local, state or national level at a superficial level • One or more risks identified	The school/college/ unit SOAR analysis is comprehensive and is a realistic analysis of strengths, opportunities, aspirations and risks (SOAR). The SOAR analysis includes data related to internal and external environment from prior strategic plans, annual assessment and action plans, program review reports, APS data and market analysis. The analysis considers higher education trends at the local, state or national level.		
Vision Statement	The school/college/unit has a forward oriented vision statement that captures their aspirations of what it wants to become. The school/college/unit statement is communicated to all faculty, staff and students.	No school/college/unit vision statement included in the plan.	The vision statement is vague and does not project the future aspirational school/college/unit state. The vision statement does not capture what the school/college/unit wants to be. The vision statement creates little interest in the school/college/unit. The vision statement does not differentiate the school/college/ unit from competing institutions.	The vision statement has been developed but does not specifically capture what the school/college/unit wants to be. The vision statement creates some interest in the school/college/unit.	The vision statement is well developed and provides an aspirational foundation for the school/college/unit. The vision statement captures what the school/college/unit wants to be. The vision statement differentiates the school/college/unit from competing institutions.		
Mission Statement	The school/college/unit has an appropriate mission statement that reflects the purpose and values of the school/college/unit. The purpose sets the stage for goals and subsequent objectives. A clear mission states answers to the following questions: • Who are we? • How do we serve? • Whom do we serve? • What do we do for those we serve? The school/college/unit mission statement aligns with the University's mission and values outlined in the Trajectory to Excellence. The school/college/unit mission statement is communicated to all faculty, staff and students.	No school/college/unit mission statement included in the plan.	The mission statement is vague. It does not answer one or more of the questions. The mission statement is too long and is not easily remembered by students, faculty and/or staff. The mission statement does not align with the Trajectory to Excellence.	The mission statement clearly documents the school/college/unit purpose. The purpose sets the stage for goals and subsequent objectives. The mission statement somewhat answers all the questions. The mission statement has some alignment with Trajectory to Excellence.	The mission statement is well developed and clear. It communicates the school/college/unit purpose. The purpose and guiding principles are well developed and set the stage for goals and subsequent objectives. The mission statement clearly answers all the questions. The school/college/unit mission statement aligns with the University's mission outlined in the Trajectory to Excellence. Faculty/staff/students are aware of the mission statement.		

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Goals	Through strategic analysis, the school/college/unit goals are: • Realistic, achievable and timebound • Aligned with school/college/unit mission and vision • Focused on responding to identified risks • Based on broad stakeholder involvement of faculty and staff, students, alumni, and advisory board members as appropriate to culture and mission • Communicated to all stakeholders • Aligned with University strategic themes or University strategic goals outlined in the Trajectory to Excellence The goals provide framework for objectives.	No school/college/unit goals identified.	The school/college/unit goals are being developed to accomplish the University and/or school/college/unit mission. These goals are administratively feasible in 3-5 years. Goals do not address risks identified in environmental scan. Goals are in conflict with the larger planning context of the university. Goals do not align with Trajectory to Excellence & Campus Framework.	The school/college/unit goals developed to accomplish the mission statement. These goals consider and are based on: • Rigorous analysis of the current state and operating landscape of the school/college/unit (e.g., a SOAR) • Addressing crucial risks identified in environmental scan • Broad stakeholder involvement of faculty and staff, with involvement from students, alumni, and advisory board members as appropriate to culture and mission • Goals are minimally aligned with Trajectory to Excellence and/or Campus Framework. • Objectives, Strategies and Metrics to meet the goal (and measure progress).	The school/college/unit goals are well known among stakeholders and used to guide decisions. The goals are clearly aligned with the University themes and goals outlined in the Trajectory to Excellence & Campus Framework. Consideration given to students, faculty and staff in addition to core unit functions. The goals are clearly linked to the unit mission and provide the avenue for the implementation of the unit mission. The goals address critical risks identified in environmental scan.		
Objectives	The school/college/unit objectives are specific, measurable, achievable and realistic. They utilize the school/college/unit strengths in outlining the guiding policy/practices to address critical risks. The objectives map to a school/college/unit goal and are created with the purpose of achieving the corresponding strategic goal. The objectives operationalize the school/college/unit goals.	No objectives identified or included.	The objectives are not specific, measurable, achievable and/or realistic. They do not map to the corresponding strategic goal.	The majority of objectives are fully developed and/or map to the corresponding goals. One or more components is missing – measurable, achievable, and/or realistic. The objectives outline the guiding policy to address critical risks.	All objectives are specific, measurable, achievable, and/or realistic. They build on the school/college/unit strengths to address identified critical risks. The objectives map to corresponding unit goals. They operationalize the unit strategic plan.		
Strategies (Actions)	The school/college/unit strategies are the short-term and specific activities that are implemented to achieve the corresponding objective and goal. The strategies coordinate efforts to achieve a problem-solving effect.	No strategies or actions identified.	The strategies are not useful in identifying specific actions to be undertaken to meet the corresponding objectives and goals and/or address identified risks.	The strategies are missing some measurable actions and outcomes. They aim to achieve the corresponding objective and goal. The strategies concentrate resources on responding to identified risks.	The strategies are measurable actions and outcomes that, when implemented, clearly achieve the corresponding objective. They concentrate action and resources on responding to identified risks.		
Implementation & Monitoring Plan	The implementation plan identifies the administration and governance required to implement the strategies (actions). The plan identifies the parties responsible for executing the strategies. Resources (people, funding, equipment, facilities) are identified and quantified to provide the necessary support for the successful implementation of the strategies. Schedules, milestones and completion dates are included for the strategies. As the school/college/unit implements strategies, they annually document status updates to monitor the overall completion of the plan.	No implementation and monitoring plan developed.	A brief implementation plan is included but there is no monitoring plan included. The implementation plan is missing several elements: • Governance or administration for strategy implementation • Responsible party for executing the strategies • Schedules, milestones and completion dates for the strategies • Identified or quantified resources for the implementation of the strategies • Annually document status updates to monitor the overall completion of the plan.	The implementation and monitoring plan is included. The plan is missing one or two elements: • Governance or administration for strategy implementation • Responsible party for executing the strategies • Schedules, milestones and completion dates for the strategies • Identified or quantified resources for the implementation of the strategies • Annually document status updates to monitor the overall completion of the plan.	The implementation and monitoring plan is comprehensive and addresses the following: • Governance or administration for strategy implementation • Responsible party for executing the strategies • Schedules, milestones and completion dates for the strategies • Identified or quantified resources for the implementation of the strategies • Annually document status updates to monitor the overall completion of the plan.		

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Sustaining Planning and Action	Strategic planning is sustained with a well-designed and manageable planning process to inform decision-making. School/college/unit faculty, staff and students participate in the planning process and are provided an opportunity to recommend improvements to the strategic plan. All strategic planning goals have been assessed over the 3-5 year cycle. At the end of the 3-5 year cycle, the school/college/unit develops a new strategic plan.	No documentation that ongoing planning activity is occurring.	Some planning is occurring and documented, but it is unclear whether processes are a regular part of the school/college/unit decision making processes. The planning cycles and results have been discussed and evaluated by a subset of faculty, staff and students. Several strategic planning goals have been assessed over the 3-5 year cycle. No new strategic plan is developed at the end of the 3-5 year cycle.	Planning processes are becoming a regular part of the school/college/unit operations and are used to inform decision-making. Planning is routinely conducted and documented. The results have been discussed and evaluated by some faculty, staff and students. The majority of strategic planning goals have been assessed over the 3-5 year cycle. A new strategic plan is drafted at the end of the 3-5 year cycle.	Planning processes are a regular part of the school/college/unit operations and inform decision-making. Planning and review are routinely conducted and documented. The results have been discussed and evaluated by the majority of the faculty, staff and students. All strategic planning goals have been assessed over the 3-5 year cycle. A new strategic plan is developed at the end of the 3-5 year cycle.		

Chance, S and Williams, B. (2009). Assessing University Strategic Plans: A Tool For Consideration. Educational planning: the journal of the international society for educational planning, 2009, 18(1), 38-54. Their work is licensed under a Creative Commons Attribution- Noncommercial-Share Alike 3.0 License.