

The Co-Curricular Program/Unit Assessment and Action Plan rubric focuses on the quality of student learning and success outcomes assessment at Syracuse University. This feedback rubric is not intended to evaluate how well programs/units are performing; rather, it is designed to support staff in meeting expectations to assess student learning and operations to enhance the student experience. Each component of the University’s assessment and action plan template is incorporated in the rubric. A sustainability component is provided first, setting the expectation that each program/unit sustains a well-designed and manageable assessment plan and process to inform decision-making.

	<b>Not Evident – 1</b>	<b>Developing – 2</b>	<b>Meets Expectations - 3</b>	<b>Exemplary – 4</b>	<b>Score</b>
<b>Sustaining Assessment</b> Staff should self-assess where their program/unit is in sustaining a well-designed and manageable assessment and action plan.	No documentation that ongoing assessment activity is occurring.	Expectations for sustaining assessment are partially met.	<ul style="list-style-type: none"> <li>One or more student learning and/or success outcomes are examined each academic year and documented through the annual assessment and action plan update.</li> <li>The entire set of outcomes are assessed over Syracuse University’s four-year assessment cycle.</li> <li>Results are shared, discussed, and analyzed by a subset of staff or by committee.</li> <li>Assessment processes are a regular part of the program/unit’s functioning to inform decision-making.</li> </ul>	<p>“Meets Expectations” indicators are met. Plus:</p> <ul style="list-style-type: none"> <li>Results are discussed and actions identified and implemented with the opportunity for all staff members to provide input.</li> <li>Students are actively engaged and participate in the assessment process.</li> </ul>	

	<b>Not Evident – 1</b>	<b>Developing – 2</b>	<b>Meets Expectations - 3</b>	<b>Exemplary – 4</b>	<b>Score</b>
<b>Student Learning Outcomes</b>	Student learning outcomes are not provided.	Expectations for student learning outcomes are partially met.	<ul style="list-style-type: none"> <li>3-6 clear statements of essential student learning outcomes that describe what students will be able to do, know, or produce by participating in program/unit initiatives.</li> <li>Student learning outcomes are aligned to the Shared Competencies, Syracuse University’s university-wide learning goals.</li> </ul>	<p>“Meets Expectations” indicators are met. Plus:</p> <ul style="list-style-type: none"> <li>All student learning outcomes are written using <a href="#">active verbs</a> and are measurable.</li> <li>Student learning outcomes describe challenging expectations of student learning in the program.</li> </ul>	
<b>Success Outcomes</b>	Success outcomes are not provided.	Expectations for success outcomes are partially met.	<ul style="list-style-type: none"> <li>3-6 clear statements that describe operational excellence (i.e., efficiency, user experience, communication, fiscal responsibility).</li> </ul>	<p>“Meets Expectations” indicators are met. Plus:</p> <ul style="list-style-type: none"> <li>All success outcomes are written using active verbs and are measurable.</li> </ul>	
<b>Measures</b>	Measures are not provided.	Expectations for measures are partially met.	<ul style="list-style-type: none"> <li>The program/unit examines student learning outcomes using at least two measures. One measure must be direct (e.g., systematic staff observations, rubrics, student reports/logs, student presentations)</li> <li>The program/unit examines success outcomes using at least one direct measure (e.g., usage numbers, reduction in errors, retention, budget expenditures, enrollment).</li> </ul>	<p>“Meets Expectations” indicators are met. Plus:</p> <ul style="list-style-type: none"> <li>The program/unit uses more than two <a href="#">direct measures</a> to examine outcomes.</li> <li>Measures involving student grades or scores are supplemented with faculty observations of student strengths and areas where they are underperforming.</li> </ul>	

	Not Evident – 1	Developing – 2	Meets Expectations - 3	Exemplary – 4	Score
<b>Criteria</b>	Criteria are not provided.	Expectations for criteria are partially met.	<ul style="list-style-type: none"> <li>For each measure, the program/unit establishes a criterion that defines the acceptable achievement of the learning/success outcome.</li> <li>The benchmark for success seems reasonably set to enhance learning/operations.</li> </ul>	<p>“Meets Expectations” indicator is met. Plus:</p> <ul style="list-style-type: none"> <li>The criteria include <a href="#">three aspects</a> a level (e.g., prior year metric or benchmark), a subject (students, report, satisfaction level), and a modifier (percentage increase, maintained, or completed within a timeframe).</li> </ul>	
<b>Results</b>	Specific results, consistent with the criteria, are not provided.	Expectations for results are partially met.	<ul style="list-style-type: none"> <li>Results are consistent with the measures and criteria identified for the student learning/success outcome.</li> <li>For each measure, specific results are clearly summarized.</li> <li>Results are disaggregated in ways that are meaningful to the program/unit (e.g., race/ethnicity, gender, generation status, military status, residence hall, research context).</li> </ul>	<p>“Meets Expectations” indicators are met. Plus:</p> <ul style="list-style-type: none"> <li>The program/unit compares results over a few years to determine consistency of findings.</li> </ul>	
<b>Interpretation</b>	Interpretation of results by the program/unit is not provided.	Expectations for interpretation are partially met.	<ul style="list-style-type: none"> <li>The program/unit’s interpretation aligns with the results.</li> <li>The interpretation summarizes areas of strength and areas of underperformance.</li> <li>Reflection on the disaggregated results is included in the interpretation.</li> </ul>	<p>“Meets Expectations” indicators are met. Plus:</p> <ul style="list-style-type: none"> <li>The interpretation goes beyond restating the results; it is a comprehensive and detailed narrative that provides the program/unit and division leaders with information to guide decision-making, actions, and/or resource allocation.</li> </ul>	
<b>Action &amp; Follow-Up</b>	Information about actions is not provided.	Expectations for actions are partially met.	<ul style="list-style-type: none"> <li>Based on results and interpretation, the program/unit identifies and implements actions to enhance the student experience OR determine that an action is not necessary other than to “maintain assessment strategy.”</li> </ul>	<p>“Meets Expectations” indicators are met. Plus:</p> <ul style="list-style-type: none"> <li>Progress updates are provided for each action identified and implemented.</li> <li>The student learning/success outcome is reassessed to determine the impact of the action(s).</li> </ul>	

**Overall Comments:**