

# SYRACUSE UNIVERSITY

## Co-Curricular Program & Unit Assessment and Action Plan Rubric - August 2017

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 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	Comments
Goals	The co-curricular unit has two to four goal statements that address the long-term aims and purposes of the co-curricular unit and align with its mission.  Goals are meaningful, achievable, and provide a framework for identifying outcomes.	No evidence of goals.	Goals are identified but do <u>not</u> necessarily reflect the long-term aim or purpose of the co-curricular unit.  Goals may <u>not</u> be meaningful, achievable, or time-bound.  Goals may <u>not</u> be aligned with the unit's mission.	Goals may reflect not only the long-term but also short-term aims or purposes of the co-curricular unit.  Goals are meaningful and achievable.  Some, but not all, goals are aligned with the unit's mission.	Goals reflect the long-term aim or purpose of the co-curricular unit.  Goals are meaningful, achievable, and provide a framework for identifying outcomes.  Goals are aligned with the unit's mission.		
Outcomes	At least two outcomes are identified for each stated goal.  All outcomes are specific, measurable, attainable within an anticipated timeframe, and aligned with the goals of the unit.  The plan may include a combination of student learning/developmental and operational outcomes.	No evidence of outcomes.	Each goal has only one related outcome.  Outcomes are written using imprecise verbs and are <u>not</u> specific, measurable, or attainable within an anticipated timeframe.  Learning outcomes do not state behaviors that indicate student learning. Words such as "know," "understand," "learn," "be aware of," "familiarize," "have an ability to" are common.  Developmental outcomes do not describe and assess the affective dimensions (motivation, feelings, engagement, attitudes, values) as a result of participation in the unit.  Operational outcomes do not state what the co-curricular unit will do to attain the overall goal.	Each goal has two related outcomes.  Most outcomes are written using active verbs but may not be specific or attainable.  Learning outcomes only state behaviors that evidence the acquisition of knowledge due to participation in the co-curricular unit.  Developmental outcomes describe the affective dimensions (motivation, feelings, engagement, attitudes, values).  Operational outcomes state what the co-curricular unit will do in general (may not be directly related to the goal).	Each goal has more than two related outcomes.  Outcomes are written using active verbs, and are specific, measurable, attainable, and time-bound.  Learning outcomes state behaviors that evidence the acquisition of knowledge, skills, abilities, capacities, attitudes, or dispositions due to participation in the co-curricular unit.  Developmental outcomes describe and assess the affective dimensions (motivation, feelings, engagement, attitudes, values) <u>AND</u> consider growth in ethical, spiritual, emotional, and social responsibility dimensions.  Operational outcomes state what the co-curricular unit will do to attain the overall goal of the unit.		
Measures	Assessment measures are clearly linked to the outcomes.  For each student learning/developmental outcomes, at least one direct and one indirect measures are identified.  For each operational outcome, at least one operational measure is identified.	No evidence of assessment measures.	Measures are identified for some, but not all outcomes.  Direct and indirect measures are <u>not</u> clearly linked to each student learning/developmental outcomes.  Operational measure does <u>not</u> clearly address the efficiency and impact of processes, services, support systems, and/or programs of the co-curricular unit.	At least one measure is identified for all outcomes.  Student learning/developmental outcomes put emphasis on indirect measures. Direct measures may not be relevant.  Operational measure lists services and processes of the co-curricular unit, without addressing their efficiency and/or impact and connection to the overall goal.	Multiple measures are identified for, and clearly linked with, each outcome.  Direct measures (e.g., reflections, portfolios, pre-/post-tests, observations of performance) are used as the primary evidence for student learning/developmental outcomes. Indirect measures (e.g., focus groups, program evaluations, surveys) operate as a support for direct measures.  Operational measure addresses the efficiency and/or impact of processes, services, support systems, and/or programs of the co-curricular unit that help the unit achieve its goals.		
Criteria	A reasonable criterion is identified for each measure and aligned with the outcome.	No evidence of criteria.	Criteria are indicated for some, but not all measures, and may or may not include benchmarks.  Criteria are not aligned with the corresponding outcomes.	Criteria are identified for each measure, but lack specificity (e.g., do not include a benchmark).  Criteria may not fully align with the corresponding outcomes.	Reasonable criteria are identified for each measure with appropriate benchmarks.  Criteria are aligned with the corresponding outcomes.		

Element	SU Expectation	Not Evident - 0	Emerging - 1	Developing - 2	Proficient - 3	Score	Comments
Results	Results are consistent with the information provided for the corresponding measures and criteria.  Recorded results are detailed (include references to written reports, exact numbers and percentages of participants surveyed, measure descriptions, results collection date, responsible unit members).	No results are recorded.	Results are inconsistent with the corresponding measures and criteria.  Results are recorded for some, but not all measures <u>OR</u> results are vague or unclear.  Results lack essential details for informed interpretation in the next section.	Results are consistent with the corresponding criteria, but may need to be better aligned with the measures.  Results are recorded for some, but not all measures.  Results provide brief details for interpretation in the next section.	Results are consistent with the corresponding measures and criteria.  Results are recorded for all measures.  Results include considerable detail for informed interpretation in the next section.		
Interpretation	Detailed analysis and interpretation explain what the results indicate, not just state whether the unit's outcomes are met or not. Interpretation assists the co-curricular unit with informed decision-making about unit strategies, processes, and services.  In the review of results, consideration is given to the strengths and weaknesses observed across the selected measures related to the outcome(s) being assessed. How the results can be used to make improvements is also discussed.	No interpretation is provided.	Analysis and interpretation are recorded minimally (e.g., stating that "outcomes have been met"/ "program is successful" <u>OR</u> reporting interpretation for some, but not all, results.  Interpretation may be inconsistent with identified measures, criteria.  Interpretation does <u>not</u> appear to inform decision-making about the co-curricular unit's strategies, processes, and services.	Analysis and interpretation are minimally recorded for all results and/or explain only the results for the criteria that were met.  Interpretation may need to be better aligned with Phase I (outcomes, measures, criteria).  Interpretation does not seem to be sufficient to inform decision-making about the co-curricular unit's strategies, processes, and services.	Analysis and interpretation are comprehensively recorded for all results.  Interpretation explains the results, identifying the strengths and weaknesses observed across the selected measures related to the outcome(s) being assessed.  Information is consistent with Phase I (outcomes, measures, criteria).  Interpretation is specific enough to inform decision-making about the co-curricular unit's strategies, processes, and services.		
Element	SU Expectation	Not Evident - 0	Emerging - 1	Developing - 2	Proficient - 3	Score	Comments
Action and Follow-up	Based on results and interpretation, co-curricular unit members suggest and implement actions to improve or modify the program/services.  The rationale for proposed actions is clearly documented.  Implemented actions are assessed in subsequent assessment cycles and documented in the assessment and action plan.	No evidence that potential changes are documented and/or assessed.	At least one action item is identified.  The rationale for the proposed action is unclear, ambiguous, or inconsistent with the results and interpretation.  <u>OR</u>  "No actions" decision is stated but lacks justification (i.e., no explanation of the absence of actions).  No commitment to follow-up on the actions in subsequent assessment cycles.	An action item is identified for some outcomes being assessed in the current cycle.  The rationale for a proposed action is consistent with the results, but may lack details.  <u>OR</u>  "No actions" decision is stated but provides insufficient justification (i.e., insufficient explanation of the absence of actions).  Commitment to follow-up on the actions in subsequent assessment cycles is clearly stated.	An action item is identified for all outcomes being assessed in the current cycle.  The rationale for a proposed action is detailed, clearly described, and consistent with the results.  <u>OR</u>  "No actions" decision is stated and provides clear justification (i.e., clear explanation of the absence of actions).  The impact of the previous actions has been measured and recorded.		
Element	SU Expectation	Not Evident - 0	Emerging - 1	Developing - 2	Proficient - 3	Score	Comments
Sustaining Assessment	Co-curricular units sustain a well-designed and manageable assessment plan and process to inform decision-making.  The entire set of outcomes are assessed over a four-year assessment cycle to determine achievement of the unit goals.  All unit's members participate in the assessment process and are provided an opportunity to recommend improvements to assessment processes.	No evidence of ongoing co-curricular unit assessment.	Some assessment activity is occurring and documented, but it is unclear whether assessment processes are a regular part of the co-curricular unit's functioning and inform decision-making.  One or two outcomes have been assessed over a four-year assessment cycle to determine achievement of the unit goals.  The results have been discussed and evaluated by a subset of the unit's members.	Assessment processes are becoming a regular part of the co-curricular unit's functioning and inform decision-making.  Multiple outcomes have been assessed.  The results have been discussed and evaluated by the majority of the unit's members.  Actions have been identified, and plans to implement and monitor impact are evident.  Unit's members have given consideration to how assessment processes may be improved.	Assessment processes are a regular part of the co-curricular unit's functioning and inform decision-making.  All outcomes have been assessed over a four-year assessment cycle.  The results have been discussed and evaluated at a meeting of all unit's members leading to informed decision-making.  An action plan detailing how modifications have been implemented and the impact of actions over time is clearly described.  Unit's members annually review assessment processes and implement changes as needed.		This score is derived from the program/unit's Annual Progress Report submitted via Qualtrics. If you feel the score is lower than you would score your program/unit, please contact <a href="mailto:assessment@syr.edu">assessment@syr.edu</a> .