

SYRACUSE UNIVERSITY

Functional Area Assessment & Action Plan Rubric

This rubric is intended to provide feedback on functional unit assessment and action plans. Each component of the University's assessment and action plan template is incorporated in the rubric. A sustainability component is included as well, providing the expectation that each functional area sustains 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 functional unit has two to four goal statements that address the long-term aims and purposes of the unit</p> <p>Goals focus on general components, such as efficiency, communication, services, support systems, and fiscal health to drive decision-making.</p> <p>Goals are broadly stated, meaningful, achievable, and provide a framework for identifying operationalized objectives.</p>	No evidence of functional unit goals.	<p>Goals are identified but reflect the short-term aim or purpose of the functional unit.</p> <p>Goals focus on specific or nonessential services and processes instead of reflecting the charge of the unit.</p>	<p>Goals may reflect not only the long-term but also short-term aims or purposes of the functional unit.</p> <p>Goals focus on general components, such as efficiency, effectiveness, communication, support systems, and fiscal health.</p> <p>Goals are broadly stated, meaningful, and achievable.</p>	<p>Goals reflect the long-term aim or purpose of the functional unit.</p> <p>Goals focus on general components, such as efficiency, communication, services, support systems, and fiscal health to drive decision-making.</p> <p>Goals are broadly stated, meaningful, achievable, and provide a framework for identifying operationalized objectives.</p>	
<p>Objectives</p> <p>The functional unit has at least two clear objectives per goal.</p> <p>Objectives state what the unit strives to accomplish to achieve each goal. Objectives are focused on efficiency, effectiveness and impact.</p> <p>Objectives are specific, measurable, attainable, results-oriented, and time bound.</p>	No evidence of functional unit objectives.	<p>Each goal has only one related objective.</p> <p>Objectives are written using imprecise verbs and/or are not necessarily measurable.</p>	<p>Each goal has two related objectives.</p> <p>Objectives are written using action verbs that describe what the unit will accomplish to achieve the unit goal.</p> <p>Objectives are concrete statements that are specific, measurable, attainable, results-oriented, and time bound.</p>	<p>Each goal has two or more related objectives.</p> <p>Objectives are written using action verbs that describe what the unit will accomplish to achieve the unit goal.</p> <p>Objectives are concrete statements that are specific, measurable, attainable, results-oriented, and time bound.</p>	
<p>Targets</p> <p>The functional unit has established at least one target to measure each objective's performance. Targets are numerical criteria and are focused on the impact of objectives and success achieved through strategies.</p>	Targets are not identified for the unit objectives.	<p>Listed targets do not measure the impact or value of the associated objective. Few targets include criteria for measuring success:</p> <ul style="list-style-type: none"> <input type="checkbox"/> No level identified (e.g., prior year metrics or baseline) <input type="checkbox"/> No subject/object identified (e.g., students, faculty, staff, report, or satisfaction) <input type="checkbox"/> No modifier identified (e.g., 5% increase, maintain, decrease) 	<p>Majority of targets measures the associated objective's performance and impact. Majority of targets include criteria for measuring success:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Level identified (e.g., prior year metrics or baseline) <input type="checkbox"/> Subject/object identified (e.g., students, faculty, staff, report, or satisfaction) <input type="checkbox"/> Modifier identified (e.g., 5% increase, maintain, decrease) 	<p>Every target measures the associated objective's performance and impact. Every target includes the criteria for measuring success:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Specific level identified (e.g., prior year metrics or baseline) <input type="checkbox"/> Specific subject/object identified (e.g., students, faculty, staff, report, or satisfaction) <input type="checkbox"/> Specific modifier identified (e.g., 5% increase, maintain, decrease) 	

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