SYRACUSE UNIVERSITY

Academic Program – Assessment and Action Plan Rubric

This rubric is intended to assess the status of student learning outcomes assessment for an academic program at Syracuse University. 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 academic program 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
Student Learning Outcomes	The academic program has clear statements of essential student learning outcomes that are consistent with the institutional and school/college missions and important in the discipline or field. The academic program's curriculum map demonstrates how the student learning outcomes are developed across courses in the curriculum. Student learning outcomes are communicated to prospective and current students and other audiences.	No student learning outcomes.	Student learning outcomes are written in terms of student learning rather than instructor activities. Student learning outcomes are written with imprecise verbs and are not necessarily measureable.	Student learning outcomes are written mostly using active verbs that describe what students should be able to do, know, or produce over time as a result of participation in the academic program. Verbs such as "know," "understand," and "develop" are not used. Student learning outcomes are measurable as written. Student learning outcomes are mapped to relevant courses showing how the outcomes are developed across the curriculum.	Student learning outcomes are written using active verbs that describe what students should be able to do, know, or produce over time as a result of participation in the academic program. Student learning outcomes are measurable as written. Student learning outcomes are mapped to relevant courses showing how the outcomes are developed across the curriculum. Student learning outcomes are clearly and actively communicated to prospective and current students, faculty, and other audiences.		
Measures	Assessment activities focus on direct methods for gathering information about student learning supported by indirect methods. At a minimum, one direct measure and one indirect measure (or two direct measures) are used. Assessment measures are clearly linked to student learning outcomes.	Assessment measures are not identified.	Direct measures are identified for some, but not all student learning outcomes. May be too much emphasis on indirect measures.	At least one direct measure (e.g., from an end level course) and one indirect measure (or two direct measures) are identified and clearly linked to student learning outcomes.	Multiple measures of student learning have been identified. Direct measures are primarily used with indirect measures operating as a support. Measures are clearly linked to student learning outcomes and information is collected across courses in the curriculum.		
Criteria	A criterion is identified for each measure indicating that students have acquired the desired learning outcome. Criteria should be realistic and do not need to indicate perfection; they identify levels of success that the program is striving to achieve.	Criteria for each measure are not identified.	Criteria are identified for some, but not all, direct measures; they may not be realistic. Criteria are identified for some, but not all, indirect measures; they may not be realistic.	Criteria are identified for each direct measure, but lack specificity (e.g., do not include a benchmark). Criteria are identified for each indirect measure, but lack specificity (e.g., do not include a benchmark).	Realistic criteria are identified for each direct measure with appropriate benchmarks. Realistic criteria are identified for each indirect measure with appropriate benchmarks.		
Element	**SU Expectation**	**Not Evident – 0**	**Emerging – 1**	**Developing – 2**	**Proficient – 3**	**Score**	**Comments**
Results	Evidence of student learning useful for decision making is collected from at least one direct measure and one indirect measure (or two direct measures) for each student learning outcome being assessed in the academic year. Results are consistent with information provided for measures and criteria and comprehensively documented in the assessment and action plan.	There is no evidence that information about student learning is being collected for the purposes of academic program assessment.	Information about student learning is being collected through one measure for each student learning outcome being assessed in the academic year. A summary of the results is not provided in the assessment and action plan. Results are inconsistent with information provided for measures and criteria.	Information about student learning is being collected through at least one direct and one indirect measure (or two direct measures) for each student learning outcome being assessed in the academic year. Results are minimally summarized in the assessment and action plan and/or is inconsistent with information provided for measures and criteria.	Information about student learning is being collected through multiple direct and indirect measures for each student learning outcome being assessed in the academic year. Results are consistent with information provided for measures and criteria and comprehensively summarized in the assessment and action plan.		

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Interpretation	Information on student learning is analyzed and summarized by faculty. In addition to discussing student work that has met the designated criteria for success, consideration is given to student work that has not met the criteria. All academic program faculty are included in the process of interpreting the results of the measures.	Faculty interpretation of the results is not recorded.	Faculty interpretation of the results is recorded, but not in detail.	Faculty interpretation of the results is minimally described and may not be consistent with information provided for measures and criteria.	Faculty interpretation of the results is comprehensively described and consistent with information provided for measures and criteria.		
			The results have been discussed and evaluated by a subset of the academic program faculty.	The results have been discussed and evaluated by the majority of the academic program faculty.	The results have been discussed and evaluated at a meeting of all academic program faculty leading to informed decision-making.		
Element	**SU Expectation**	**Not Evident – 0**	**Emerging – 1**	**Developing – 2**	**Proficient – 3**	**Score**	**Comments**
Action and Follow-Up	Assessments results inform faculty decisions about the academic program. Based on results, faculty members suggest and implement actions to improve the academic program. The rationale for actions is clearly documented. Written records of activities related to the action are maintained to document the process. Implemented actions are assessed in subsequent assessment cycles.	No documentation that potential action items were discussed.	Based on the results and interpretation, an action is identified for at least one, but not all, student learning outcome being assessed in the academic year. The rationale for an action is not clearly described. **OR** It is stated that no action will be taken, but does not provide rationale for that determination (i.e., explains the absence of recommendations).	Based on the results and interpretation, an action is identified for each student learning outcome being assessed in the academic year. The rationale for an action is clearly described. Written records of activities related to actions taken are kept to document the process. The impact of the action will be assessed at a later time. **OR** It is clearly stated that recommendations did not emerge from the findings (i.e., explains absence of recommendations).	Based on the results and interpretation, an action is identified for each student learning outcome being assessed in the academic year. The rationale for an action is clearly described. Written records of activities related to actions taken are kept to document the process. An action plan detailing how modifications have been implemented and the impact of changes over time is clearly described. **OR** It is clearly stated that recommendations did not emerge from the findings (i.e., explains absence of recommendations).		
Element	**SU Expectation**	**Not Evident – 0**	**Emerging – 1**	**Developing – 2**	**Proficient – 3**	**Score**	**Comments**
Sustaining Assessment	Academic programs will sustain a well-designed and manageable assessment plan and process to inform decision-making. Processes to assess the academic program are routinely conducted and documented using at least one direct and one indirect measure (or two direct measures) for each student learning outcome. The entire set of student learning outcomes will be assessed over a four-year assessment cycle. All faculty members participate in the assessment process and are provided an opportunity to recommend improvements to the academic program's assessment processes.	No documentation that ongoing assessment activity at the academic program level is occurring.	Some assessment activity is occurring and documented, but it is unclear whether assessment processes are a regular part of the academic program functioning and inform decision-making. One or two student learning outcomes have been assessed. The results have been discussed and evaluated by a subset of the academic program faculty.	Assessment processes are becoming a regular part of the program's functioning and inform decision-making. Assessment is routinely conducted and documented using at least one direct and one indirect measure (or two direct measures) for each student learning outcome being assessed in the academic year. Multiple student learning outcomes have been assessed. The results have been discussed and evaluated by the majority of the academic program faculty. Actions have been identified and plans to implement and monitor impact are evident. Faculty members have given consideration to how the academic program's assessment processes may be improved.	Assessment processes are a regular part of the program's functioning and inform decision-making. Assessment is routinely conducted and documented using multiple direct and indirect measures for each student learning outcome being assessed in the academic year. All student learning outcomes have been assessed over a four-year assessment cycle. The results have been discussed and evaluated at a meeting of all academic program faculty leading to informed decision-making. An action plan detailing how modifications have been implemented and the impact of changes over time is clearly described. Faculty members annually review the academic program's assessment processes and implement changes as needed.		