

Buffalo State University

Co-Curricular Program Assessment & Action Plan Rubric

This rubric is intended to provide feedback on co-curricular program 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.

Phase 1: Element & BSC Expectation	Not Evident – 0	Emerging – 1	Developing – 2	Proficient – 3	Score
<p>Mission Goals</p> <p>The functional unit has multiple statements that address the long-term aims and purposes of the unit.</p> <p>These statements focus on general components, such as efficiency, communication, services, support systems and fiscal health to drive decision-making.</p> <p>They are broad, meaningful, achievable, and provide a framework for identifying related activities, measures and criteria.</p>	<p>No evidence of functional unit mission goals.</p>	<p>Mission goals are identified, but do not reflect the long-term purpose of the functional unit.</p> <p>Mission goals focus on specific or non-essential services and processes instead of reflecting the charge of the unit.</p>	<p>Mission goals may reflect long-term, but also short-term, aims or purposes of the functional unit.</p> <p>Mission goals focus on general components, such as efficiency, effectiveness, communication, support systems and fiscal health.</p> <p>Mission goals are broadly stated, meaningful and achievable.</p>	<p>Mission goals reflect the long-term aim or purpose of the functional unit.</p> <p>Mission goal statements focus on general components, such as efficiency, communication, services, support systems, and fiscal health to drive decision-making.</p> <p>Mission goals are broadly-stated, meaningful, achievable and provide a framework for identifying related activities, measures and criteria.</p>	
<p>Support Outcomes</p> <p>The functional unit has activities planned in support of each mission goal.</p> <p>The support outcome activities strive to contribute to each mission goal and focus on effectiveness and impact.</p> <p>Activities are specific, measurable, attainable, results-oriented and time bound.</p>	<p>No evidence of functional unit support outcomes.</p>	<p>Each mission goal has only one related support outcome.</p> <p>Support outcomes are written using imprecise verbs and/or are not necessarily measurable.</p>	<p>Each mission goal has multiple related support outcomes.</p> <p>Support outcomes are written using action verbs that describe what the unit will accomplish to achieve the unit goal.</p>	<p>Each goal has multiple related support outcomes.</p> <p>Support outcomes are written using action verbs that describe what the unit will accomplish to achieve the unit goal.</p> <p>Support outcomes are concrete statements that are specific, measurable, attainable, results-oriented and time bound.</p>	
<p>Measures and Criteria</p> <p>The functional unit has developed ways to measure progress toward its support outcomes.</p> <p>Measures state how the unit strives to accomplish to achieve its support outcomes. Focus is on effectiveness and impact.</p> <p>Measures are specific, measurable, attainable, results-oriented, and time bound.</p>	<p>No evidence of functional unit measures and criteria.</p>	<p>Measures and criteria do not exist for each support outcome.</p> <p>They are written using imprecise verbs and/or are not necessarily measurable.</p>	<p>Each support outcome has one measure and criteria.</p> <p>They are written using action verbs that describe what the unit will accomplish to achieve the unit goal.</p> <p>Measures and criteria are concrete statements that are specific, measurable, attainable, results-oriented and time bound.</p>	<p>Each support outcome has two or more related measures and criteria.</p> <p>They are written using action verbs that describe what the unit will accomplish to achieve the unit goal.</p> <p>Measures and criteria are concrete statements that are specific, measurable, attainable, results-oriented and time bound.</p>	

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Phase 2: Element & BSC Expectation	Not Evident – 0	Emerging – 1	Developing – 2	Proficient – 3	Score
<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>	<p>There is no evidence that information about objectives is being collected or interpreted.</p>	<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>	<p>Results are consistent with all identified targets but staff’s interpretation is broadly summarized.</p>	<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>	
Phase 3: Element & BSC 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 details how actions have been or will be implemented. The impact of actions over time is clearly described, if applicable.</p>	<p>There is no evidence that action items were discussed or implemented.</p>	<p>Actions are identified, but do 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>Actions are identified and align with the results and interpretation.</p> <p>Follow-up plans are partially documented.</p> <p>OR</p> <p>It is stated that no action will be taken, but the rationale is minimally summarized.</p>	<p>Actions are identified and align with the results and interpretation.</p> <p>A follow-up plan details how actions have been or will be implemented. The impact of actions over time is clearly described, if applicable.</p> <p>OR</p> <p>It is stated that no action will be taken and a clear rationale is provided in detail.</p>	
Element & BSC 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 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>	<p>No documentation that ongoing assessment activity is occurring.</p>	<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>	