Administration & Finance Program Review Rubric- 2016-2017

Department/Unit: _____

	DEVELOPED - 5	EMERGING - 3	INITIAL - 1	DEPARTMENT SELF-RATING (1-5)
CATEGORY #1 MISSION AND LEADERSHIP	• The department has a current mission statement, which aligns with the mission of the A/F Division and campus, and that is regularly reviewed, communicated to staff members, and visible to stakeholders. • All department functions are intentionally aligned with the mission, vision, and core values of UCCS and the division. • A clearly defined, stable, and well-organized leadership structure exists with the department/unit. • Leaders facilitate regular and intentional strategic planning and goal setting with their entire team. • The department/unit integrates ethical principles proactively into practice with staff and stakeholders, and regularly reviews relevant external professional standards/statements of practice for their field (if applicable).	• The department has a current mission statement, which aligns with the mission of the A/F Division and campus, but that is not highly visible to staff and/or stakeholders. • Most department functions support the mission, vision, and core values of UCCS. • There is a known, stable leadership structure with the department/unit • Leaders facilitate some strategic planning and goal setting for the team, but not regularly or in an intentional way. • The department/unit addresses some ethical principles in practice with staff and stakeholders, and can identify relevant external professional standards/statements of practice for their field (if applicable).	• A department mission statement exists, but may not align with the A/F division, has not been updated recently, and/or been communicated to staff and/or stakeholders. • Basic department functions support the mission, vision, and core values of UCCS. • The department/unit leadership structure is not clear and/or stable. • Strategic planning and goal setting is minimal or not done on a regular basis. • The department/unit addresses ethical principles in practice with staff and stakeholders only as situations arise, and is not utilizing (or is unaware of) the relevant external professional standards/statements of practice for their field (if applicable).	
CATEGORY #2 SERVICES AND OPERATIONS	• Members of the department and stakeholders are fully aware of all of the programs/services offered to the campus community by the department. • Teams are fully staffed (identify staff-to-service ratios if appropriate) and well-trained and intentionally onboarded/enfolded. Regular formal and informal evaluation exists for all staff; succession planning is transparent to the entire department. Staff are cross-trained to eliminate any service disruptions. • The department has well-maintained facilities that are appropriate for all of their operations. Space is utilized efficiently and equitably. A current plan exists for capital improvements and regular maintenance that includes future growth. • The department is adequately funded to provide high-quality and timely service to stakeholders. There is budget identified for staff team development, training opportunities, promotions or equipment upgrades. • Policies are current, reviewed regularly, consistent, and aligned with the other campus and system policies, and relevant laws. Policies and procedures are transparent and proactively shared with all stakeholders.	• Members of the department and stakeholders have some awareness of the programs/services offered to the campus community. • Teams are staffed sufficiently (identify staff-to-service ratios if appropriate) and some training exists. Some onboarding/enfolding exists and staff evaluation happens only to meet deadlines; succession planning is minimal. Services are silo'ed, but efficient, with little cross-training, and may be delayed due to staff turn-over. • The department has facilities that are adequate for all of their operations. Space is utilized but possibly not efficiently. A plan exists for capital improvements and maintenance as needed, but may not include future growth. • Department budget is functional to provide services to stakeholders; there is minimal funding for training, team development, promotions, or equipment upgrades. • Policies and procedures are in place, but not reviewed regularly, and may or may not be aligned with the other campus and system policies, and relevant laws. Policies and procedures are only informally shared with stakeholders, or are shared only as issues arise.	• Members of the department and stakeholders are not aware of the programs/services offered to the campus community. • Teams are insufficiently staffed (identify staff-to-service ratios if appropriate) to provide quality and timely service to stakeholders. Minimal or no training, onboarding, and enfolding exists; staff evaluation is not occurring and no succession planning is in place. Services are silo'ed and knowledge resides with one person, with no cross-training, and services may be delayed due to turn-over. • The department has facilities that are inadequate for all of their operations. Or, space is not efficiently utilized. No plan exists for capital improvements and/or maintenance. • Current does not allow department to provide services to stakeholders; there is no funding for training, team development, promotions, or equipment upgrades. • Department policies and procedures do not exist or are mostly informal, and/or are not aligned with the other campus and system policies, and relevant laws. Policies and procedures are not shared with stakeholders.	

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CATEGORY #3 GENERAL TREND	• Department can identify and clearly articulate general trend from the past three years and into the next three years, using evidence and tracking (beyond just anecdotal observation). • The increasing demands on the department are appropriate and aligned with the amount of growth experienced on campus. • Department is highly effective and efficient in all areas all stakeholders, while still placing high value on customer service. • Department is well-known for placing a high value on collaboration with other internal campus stakeholders.	• Department can somewhat identify and articulate general trend from the past three years and/or into the next three years, but is based mostly on anecdotal observation rather than data. • The increasing demands on the department are somewhat aligned with the amount of growth experienced on campus. • Department is effective and efficient in some areas of service to stakeholders and values customer service. • Department is somewhat known for placing value of collaboration with other internal campus stakeholders.	• Department cannot identify and/or clearly articulate general trend from the past three years and/or into the next three years. • The increasing demands on the department are not at all aligned with the amount of growth experienced on campus. • Department is not effective nor efficient in some areas of service to stakeholders, and/or customer service not a high value. • Department value of collaboration with other internal campus stakeholders is not widely known or visible.	
CATEGORY #4 INNOVATION & TECHNOLOGY	• Department has a clear understanding of how innovation/technology can best enable the fulfillment of the unit's mission & goals (including online presence). • Department has appropriate technology resources (including staff) and is highly engaged in utilizing innovation/technology to improve service to stakeholders. • Department has a strong commitment to sustainability and is working to integrate new strategies into all operations. • Departments has identified cost-saving strategies and/or is actively working towards identifying them.	• Department has some understanding of how innovation/technology can best enable the fulfillment of the unit's mission & goals (including online presence). • Department has minimal technology (including staff) and is somewhat engaged in utilizing innovation/technology appropriately to improve service to stakeholders. • Department has some commitment to sustainability and is works to integrate new strategies into operations when asked. • Department works on identifying cost-saving strategies as there is time or only when asked.	• Unit has an incomplete understanding of how innovation/technology can best enable the fulfillment of the unit's mission & goals (including online presence). • Department does not have adequate technology resources (including staff) and/or is not utilizing innovation/technology to improve service to stakeholders. • Department does not have a high level of commitment or an awareness of sustainability, and has not made any operational improvements. • Department does not work towards identifying cost-saving strategies.	

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CATEGORY #5 INCLUSIVE COMMUNITY	• Policies, procedures, and department functions are reviewed regularly to ensure equity and access for all for staff and/or stakeholders. • Diversity and inclusion focused education/training is required and arranged on a regular basis for professional staff and student staff in supervisory roles in order to build knowledge and awareness needed to attain success in a multicultural world. • The department addresses issues of diversity and inclusion proactively through strategic planning efforts and integrates diversity and inclusion in the department goals. • Department has developed practices in place to identify staff hiring and retention issues and regularly measures overall working climate of the department. Actively working to build a diverse staff is a high priority. • Department is cognizant of equity and access and considers diverse perspectives in all programming and department functions. Department actively supports inclusion based initiatives on campus and is engaged in in campus discussions /committees focused on campus inclusion.	• Policies, procedures, and department functions are reviewed occasionally to ensure equity and access for all for staff and/or stakeholders. • Diversity and inclusion focused education/training is strongly encouraged for professional staff and student staff in supervisory roles in order to build knowledge and awareness needed to attain success in a multicultural world. • The department addresses issues of diversity and inclusion only as issues of concern arise. Diversity and inclusion are marginally visible in strategic planning efforts or in the department goals. • Department has practices in place to identify hiring and retention issues and occasionally measures overall working climate of the department. Actively working to build a diverse staff is a moderate priority. • Department is cognizant of equity and access and considers diverse perspectives in most programming and department functions. Department occasionally supports inclusion based initiatives on campus and is somewhat engaged in campus discussions /committees focused on campus inclusion.	• Policies, procedures, and department functions are reviewed as issues arise to ensure equity and access for all for staff and/or stakeholders. • Diversity and inclusion focused education/training aimed to build knowledge and awareness needed to attain success in a multicultural world is not emphasized as a high priority within the unit. Staff interested in this form of professional development must seek it out on their own. • The department addresses issues of diversity and inclusion only when prompted to do so by administration. Diversity and inclusion is absent from strategic planning efforts and the department goals. • Department does not have clear practices in place to identify hiring and retention issues and measure overall climate of the department. Actively working to build a diverse staff has not been a high priority.	
CATEGORY #6 CUSTOMERS & STAKEHOLDERS	• There is a structured way to obtain regular customer and stakeholder feedback (for example: an active advisory council/board). Whatever is in place includes representation from all stakeholder groups - faculty, staff, students (and, parents, alumni and community members if appropriate). • The data collected from stakeholders and customers is shared widely and then intentionally used to identify areas of improvement for change. • All staff members are clear about the department's contribution to student retention and student learning. Discussions about retention, training about student development, as well as training/coaching for student employees occur frequently. • If the department directly serves students or has student employees, clear student learning outcomes are identified and are regularly assessed.	• Occasionally customer and stakeholder feedback is sought, but it is not regular or structured. Whatever is collected may not include all stakeholder groups- faculty, staff, students (and, parents, alumni and community members if appropriate). • The data collected from stakeholders and customers is not shared widely and is not used to identify areas of improvement for change. • Staff members have some understanding about the department's contribution to student retention and student learning. Discussions about retention, training about student development, as well as training/coaching for student employees take place periodically. • If the department directly serves students or has student employees, some student learning outcomes are identified, but may not be assessed regularly.	• The department has a general understanding (though mostly anecdotal) of its service to customers and stakeholders. Department has nothing formal in place to gather feedback from all stakeholders/customers. • The data collected from stakeholders and customers is not shared widely or used to make change. • Staff members have minimal understanding of the department's role in student retention and student learning. If the department directly serves students or has student employees, no specific learning outcomes are identified. Little to no training exists for staff about student development, and minimal training/coaching for student employees exists. • If the department directly serves students or has student employees, no student learning outcomes are identified or assessed.	

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CATEGORY #7 MEASUREMENT/ ANALYSIS & RESULTS	• A plan for regular structured assessment exists that directly ties to strategic planning. • Data collection methods and results are consistently reviewed and analyzed by department staff. The team members have a sense of ownership and individuals understand their role in all stages of the process. • Learning outcomes and/or other objectives are developed and data driven, resulting in mature measurements of growth and improvement. • Key results are regularly shared beyond just the Director level with all staff and stakeholders. • Department utilizes relevant national standards and benchmarks and meets them in most areas, as well as has a specific plan to address any areas of concern.	• Structured assessment happens periodically and/or does not align with strategic planning. • Some learning outcomes and objectives are established and measured. • Some data collection strategies are in place and some level of data analysis occurs in the department by staff members. • Key results are sometimes shared with some staff and/or stakeholders. • National standards and benchmarks are reviewed and used to establish a baseline for improvement.	• No formal structured assessment occurs nor is there a strategic planning process is in place. • Department collects user data with little to no analysis of the data. No set timeline or strategy exists for data collection or analysis. • Learning outcomes and objectives are not established. • Results are not shared with staff or stakeholders. • National standards or benchmarks are not identified or have been identified but are not currently integral to department operations and planning.	
CATEGORY #8 OTHER (Dimensions not otherwise included in categories 1-7, e.g. effective collaboration across divisions, or community outreach in Colorado Springs) *Optional				

rev. 7.22.16 mb