

Academic Program Assessment Report 2023-24 Review Rubric

| Assessment Plan Component          | Criteria/Definitions  | Developing (1)  | Acceptable (2)   | Exemplary (3)  |
|------------------------------------|---|---|--|--|
|                                    |   | <b>"Not provided, unclear, or needs significant revision/improvement"</b>   | <b>"A good start, but would benefit from some revision/improvement"</b>  | <b>"Strong, and require little to no revision."</b>  |
| <b>Program Goals</b>               | <i>3-6 statements that describe the kind of educational experience that the academic program provides to students. Must be distinct from program learning objectives.</i>   | Fewer than three program goals are provided, or they are unclear and need significant revision/improvement.   | Program Goals provided are a good start, but would benefit from some revision/improvement.   | Program Goals provided are strong and require little to no revision.   |
| <b>Program Learning Objectives</b> | <i>3-6 statements that are measurable and action-oriented describing the knowledge, skills or abilities students should attain by completing the program. Must be distinct from program goals.</i>                                      | Fewer than three PLOs are provided, or they are unclear and need significant revision/improvement.  | PLOs provided are a good start, but would benefit from some revision/improvement.  | PLOs provided are strong and require little to no revision.  |
| <b>Assessment Location</b>         | <i>Concretely links PLOs to a specific course or other degree requirement (dissertation, doctoral exam, internship, etc.) where a sample of student performance can be assessed.</i>  | Assessment Location in Curriculum Map are not provided for all PLOs, are unclear, or need significant revision/improvement.                               | Assessment Location in Curriculum Map provided are a good start, but would benefit from some revision/improvement.                                   | Assessment Location in Curriculum Map provided are strong and require little to no revision.                                   |
| <b>Assessment Methods</b>          | <i>Concretely links PLOs to a specific assessment/assignment that aligns with the knowledge, skills, and abilities described at an appropriate taxonomic level.</i>   | Assessment Methods are not provided for all PLOs, are unclear, or need significant revision/improvement.  | Assessment Methods provided are a good start, but would benefit from some revision/improvement.  | Assessment Methods provided are strong and require little to no revision.  |
| <b>Timeline/Frequency</b>          | <i>Concretely identifies the semester, year, and point in SBU's 5-year assessment cycle at which each PLO will be assessed.</i>   | Timeline/Frequency is not provided for all PLOs, is unclear, or needs significant revision/improvement.   | Timeline/Frequency provided are a good start, but would benefit from some revision/improvement.  | Timeline/Frequency provided are strong and require little to no revision.  |
| <b>Benchmarks</b>                  | <i>Concretely identifies a desired score or grade on the identified assessment method/rubric, as well as a performance target for what percentage or portion of students should achieve it to indicate broad attainment of the PLO.</i> | Benchmarks are not provided for all PLOs, are unclear, or need significant revision/improvement.  | Benchmarks provided are a good start, but would benefit from some revision/improvement.  | Benchmarks provided are strong and require little to no revision.  |
| <b>Results/Findings</b>            | <i>Reported results/findings for at least one PLO in AY 23-24 that are clearly stated in alignment with the identified benchmark.</i>   | Results/Findings for at least one PLO assessed during the last academic year are not provided, are unclear, or need significant revision/improvement.     | Results/Findings for at least one PLO assessed during the last academic year are a good start, but would benefit from some revision/improvement.     | Results/Findings for at least one PLO assessed during the last academic year are strong and require little to no revision.     |
| <b>Actions/Improvements</b>        | <i>Reported actions/improvements for at least one PLO in AY 23-24 based on results and findings, or clearly indicated that none are needed due to meeting or exceeding the stated benchmark.</i>  | Actions/Improvements for at least one PLO assessed during the last academic year are not provided, are unclear, or need significant revision/improvement. | Actions/Improvements for at least one PLO assessed during the last academic year are a good start, but would benefit from some revision/improvement. | Actions/Improvements for at least one PLO assessed during the last academic year are strong and require little to no revision. |