

# BUFFALO STATE 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 Buffalo State 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.

Phase 1: Element & BSC Expectation	Not Evident – 0	Emerging – 1	Developing – 2	Proficient – 3	Score
<p><b>Student Learning Outcomes</b></p> <p>The academic program has clear statements of essential student learning outcomes that describe what students should be able to do, know, or produce over time as a result of participation in the academic program.</p>	Student learning outcomes are not identified.	Student learning outcomes are written with imprecise verbs and/or may be too broad to measure.	Majority of 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.	All 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.	
<p><b>Curriculum Map</b></p> <p>The academic program's curriculum map demonstrates the full progression of learning across the curriculum using the institutional scale.</p>	Curriculum map has not been provided.	Student learning outcomes are mapped to some, but not all, courses.	Student learning outcomes are mapped to courses but the map does not demonstrate the full progression of learning across the curriculum.	Student learning outcomes are mapped to courses and the map demonstrates the full progression of learning across the curriculum.	
<p><b>Measures &amp; Criteria</b></p> <p>Assessment activities focus on the use of direct measures for gathering information about student learning and are supported by indirect measures.</p> <p>At a minimum, two direct measures, or one direct measure and one indirect measure, are used to assess each student learning outcome. Measures are clearly linked to student learning outcomes being assessed.</p> <p>A specific criterion is identified for each measure that establishes expectations of student performance or achievement of the student learning outcome being assessed.</p>	Measures and criteria are not identified.	<p>One measure is identified for each student learning outcome being assessed or only indirect measures are identified.</p> <p>A criterion is not identified for each measure.</p>	<p>Two or more measures (either one direct and one indirect or two direct measures) are identified, but may not be clearly linked to the student learning outcome being assessed.</p> <p>A criterion is identified for each measure, but lacks specificity.</p>	<p>Two or more measures (either one direct and one indirect or two direct measures) are identified for and clearly linked to each student learning outcome being assessed.</p> <p>A specific criterion is identified for each measure that establishes expectations of student performance or achievement of the student learning outcome being assessed.</p>	

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Phase 2: Element & BSC Expectation	Not Evident – 0	Emerging – 1	Developing – 2	Proficient – 3	Score
<p><b>Results &amp; Interpretation</b></p> <p>Results are documented and consistent with all measures and criteria identified for each student learning outcome being assessed in the academic year.</p> <p>Faculty’s interpretation of the results is comprehensively documented and summarizes the strengths and weaknesses found in student learning.</p>	<p>There is no evidence that information about student learning is being collected or interpreted.</p>	<p>Results are documented for some, but not all, identified measures or are inconsistent with the identified measures and/or criteria.</p> <p>A minimal interpretation of the results is recorded.</p>	<p>Results are consistent with all identified measures and criteria but faculty’s interpretation is broadly summarized.</p>	<p>Results are consistent with all identified measures and criteria.</p> <p>Faculty’s interpretation of the results is documented and comprehensively summarizes the strengths and weaknesses found in student learning.</p>	
Phase 3: Element & BSC Expectation	Not Evident – 0	Emerging – 1	Developing – 2	Proficient – 3	Score
<p><b>Action &amp; Follow-Up</b></p> <p>Assessment 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 taken or not taken is clearly documented in detail for all student learning outcomes being assessed in the academic year.</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>For each student learning outcome 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 student learning outcome being assessed, an action is identified.</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>For each student learning outcome being assessed, an action is identified.</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>	

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Phase 4: Element & BSC Expectation	Not Evident - 0	Emerging – 1	Developing – 2	Proficient – 3	Score
<p><b>Sustaining Assessment</b></p> <p>Academic programs will sustain a well-designed and manageable assessment and action plan that informs decision-making. The entire set of program student learning outcomes are assessed over a four-year cycle.</p> <p>All faculty members participate in the assessment process and are provided an opportunity to recommend improvements to the academic program’s assessment processes.</p>	<p>No documentation that ongoing assessment activity at the academic program level is occurring.</p>	<p>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.</p> <p>The results have been evaluated by a single faculty member.</p>	<p>Assessment processes are becoming a regular part of the program’s functioning and inform decision-making.</p> <p>The results have been shared, discussed, and evaluated by a subset of faculty or committee.</p>	<p>Assessment processes are a regular part of the program’s functioning and inform decision-making.</p> <p>The results have been shared, discussed, and evaluated by all faculty members.</p>	