**Academic Program Assessment Report**

**Planning Document 2024-25 to Complete OEE CMS Report**

**Instructions:** Programs should use this template as a planning document for their annual assessment process. Assessment coordinators should enter this information into the [OEE Content Management](http://stonybrook.edu/OEECMS) System beginning with academic year 2024-25. Reports are due in the OEE CMS on September 30 annually.

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| **School or College** | **Enter your School or College here.** |
| **Department** | **Enter your Department/Center here.** |
| **Degree Program** | **Enter your program name and degree level here. (Ex: Economics PhD)** |
| **Program Goals** | Program goals are broad, aspirational, or mission-derived statements that describe what your program provides to students or intends to achieve. They are distinct from program learning objectives. These do not necessarily need to be measurable statements, and programs are not required to assess goals. **Programs should have 3-6 program goals. List your goals here.** |
| **Program Learning Objective Statements** | Program learning objectives (PLOs) are measurable statements that describe what students should know or be able to do as a result of completing your program. These should be action-oriented statements that leverage Bloom’s taxonomy and identify specific skills, content, or abilities that can be assessed in your curriculum. **Programs should have 3-6 PLOs to keep the assessment process manageable. List your PLOs here.** |

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| **Program Learning Objective 1**: **Provide your PLO statement here. Copy and paste this box to repeat the questions for each of your PLOs.** | |
| **Location in Curriculum** | What course(s) are you collecting assessment data from for this PLO? **Provide the course name and number here.** |
| **Assessment Approach** | Is your approach based on pre-post testing, criterion-based assessment, performance testing, competency-based assessment, formative/summative assessment, or something else? **Select from the list or describe your approach here.** |
| **Assessment Data/Evidence/Method** | What assignment(s) or exam(s) from the course indicated above best measure this PLO? **Provide the name of the assignment here.**  Note: Final course grades should not be used as program assessment methods. |
| **Benchmark** | What is the target level of student performance on the identified assessment method? **Describe quantitative benchmark requirements here.** |
| **Benchmark Rationale** | Why is this benchmark/target appropriate for this degree or discipline? **Describe your rationale for selecting this benchmark here.** |
| **Results/Findings** | **Did you assess this PLO this year? If yes,** **provide the quantitative and/or qualitative results of your assessment here.** How did your results match up to your benchmark? The goal is to identify strengths and weaknesses in student learning.  *Provide Results/Findings for at least ONE PLO per year.* |
| **Actions/Improvements** | **Did you assess this PLO this year? If yes, what changes do you plan to make to improve student achievement on this PLO in the future?**  *Provide Actions/Improvements for at least ONE PLO per year.* |
| **Closing the Loop: Reflect on Prior Actions/Improvements** | Reflect on the PLOs you assessed in prior years and any changes you made in response to your findings. **If you made any changes, describe the outcome. Did the changes lead to improvements in student learning?** |

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| **Additional Outcomes Data (OPTIONAL)** | |
| Other than PLO assessment data, **are there any other outcomes that you are assessing in your program that you would like to report?** Use the spaces below to track your data.  **The fields below are optional** and you can enter custom information in the ‘Other’ boxes. | |
| **Admissions Data** |  |
| **Graduation Rate** |  |
| **Retention Rate** |  |
| **Internship Data** |  |
| **Career Placement Data** |  |
| **GPA Data** |  |
| **Equity Data** |  |
| **Inclusive Teaching Data** |  |
| **Faculty Data** |  |
| **Research Productivity Data** |  |
| **Other** |  |
| **Other** |  |
| **Other** |  |