Academic Program Outcomes Assessment Review Rubric

FLORIDA STATE UNIVERSITY
INSTITUTIONAL PERFORMANCE AND ASSESSMENT

		(4) Highly Developed	(3) Developed	(2) Emerging	(1) Initial	(0) Unable to Review
	Mission Statement	Program mission is clearly stated: the program is identified, its unique role/purpose is defined, program stakeholders are stated, primary functions/activities are described, strong connection to department/college/university mission, goals and values is established	Program mission is sufficiently clearly stated: the program is identified, its role/purpose is defined, program stakeholder is stated, primary function/activity is described, connection to department/college/university mission, goals and values may be strengthened	Program mission is fairly clearly stated: the program is identified, its unique role/purpose, stakeholders and/or primary functions/activities are described with some detail, connection to department/college/university mission, goals and values is weak	Program mission is not stated clearly: the program is or is not identified, its unique role/purpose, stakeholders and/or primary functions/activities are not described or described vaguely, connection to department/college/university mission, goals and values is not established or is weak	Program Mission is missing
PLAN SECTION	PO Name and Statement	**PO Name** is succinct, descriptive, matches PO Statement, meaning is crystal clear; **PO Statement** -- is clearly articulated (a specific, distinct desired improvement is identified); -- has a proven positive effect on faculty and student success; -- is directly and strongly aligned with the University mission and Strategic Plan; -- is clearly time-bound (PO is set to be achieved during or by a specific time)	**PO Name** is sufficiently brief, yet descriptive, adequately matches SLO, meaning is mostly clear; **PO Statement** -- is articulated well (desired improvement is identifiable and sufficiently distinct); -- has an assumed positive effect on faculty and/or student success; -- is indirectly and/or moderately aligned with the University mission and/or Strategic Plan); -- is time-bound (PO is set to be achieved during or by an identifiable time)	**PO Name** may be stated more succinctly or more descriptively, encapsulates PO fairly well, meaning is not very clear; **PO Statement** -- is articulated vaguely (desired improvement is too broad or hard to distinguish); -- may have some positive effect on faculty or student success; -- is indirectly and weakly aligned with the University mission or Strategic Plan; -- is loosely time-bound (little information about when PO is set to be achieved is provided)	**PO Name** is overly descriptive/long or way too short, does not match PO Statement, meaning is unclear; **PO Statement** -- is poorly or not articulated (desired improvement is not specific and/or not distinguishable); -- has no effect on faculty or student success or the effect may be negative; -- is not aligned with the University mission or Strategic Plan; -- outcome is not time-bound (no information about when PO is set to be achieved)	PO Name and Statement are missing
	Assessment Process/ Methodology	**Assessment Process** -- is described in great detail (it is clear who and what will be assessed, by whom, when, and under what circumstances); -- is methodologically sound, reliable and consistent to allow for year-over-year comparison; -- if an assessment instrument is used, it is an excellent means to measure PO, how it will be used is clear, the description of the instrument is provided, including its psychometric properties; -- if officially-reported university data is used, the source is clearly identified, link to and copy of methodology is provided, detailed explanation of how data from official source will be used to measure PO is included; -- includes more than one relevant attachments (e.g., copy of survey, assessment calendar, psychometrics source)	**Assessment Process** -- is described in sufficient detail (enough information is provided about who and what will be assessed, by whom, when, and under what circumstances); -- is mostly methodologically sound, reliable and/or consistent to allow for year-over-year comparison; -- if an assessment instrument is used, it is appropriate to measure PO, how it will be used is mostly clear, sufficient description of the instrument is provided; -- if officially-reported university data is used, the source is identified, link to or copy of methodology is provided, appropriate explanation of how data from official source will be used to measure PO is included; -- includes one relevant attachment (e.g., copy of survey, assessment calendar, psychometrics	**Assessment Process** -- is described with some detail (it is not fully clear who and what will be assessed, by whom, when, and under what circumstances); -- is fairly methodologically sound, reliable or consistent to allow for year-over-year comparison; -- if an assessment instrument is used, it is somewhat suitable to measure PO, how it will be used is mostly unclear, minimal description of the instrument is provided; -- if officially-reported university data is used, the source is mentioned, link to or copy of methodology may be provided, brief explanation of how data from official source will be used to measure PO is included; -- includes attachment(s) that may not be relevant	**Assessment Process** -- is not described in sufficient detail (no or very little information is provided regarding who and what will be assessed, by whom, when, and under what circumstances); -- is barely or not methodologically sound, reliable or consistent to allow for year-over-year comparison; -- if an assessment instrument is used, it is not a good fit to measure PO, how it will be used is not clear, no description of the instrument is provided; -- if officially-reported university data is used, the source is vague, link to or copy of methodology is not provided, no explanation of how data from official source will be used to measure PO is included; -- includes no attachments	Assessment process is missing
	Goal/ Benchmark	**The goal/benchmark** is -- specific (clearly stated and focused on one metric); -- measurable (counts and percentages are provided when appropriate and exact standard that defines success is identified); -- based on relevant data (explicit reference is made to performance on the same metric by peer institutions, other academic programs at FSU and/or to the program's own past levels); -- appropriate (the expected standard of success is ambitious, yet achievable with some effort); -- time-bound (PO is set to be pursued for 3-6 years, measurable standard of success is provided for every year, every timeline point is determined)	**The goal/benchmark** is -- relatively specific (stated with enough clarity and focused on one metric); -- mostly measurable (counts and/or percentages are provided when appropriate and a standard that defines success is identified); -- largely based on relevant data (some reference is made to performance on the same metric by peer institutions, other academic programs at FSU and/or to the program's own past levels); -- likely appropriate (the expected standard of success can be achieved with some ease/difficulty); -- sufficiently time-bound (PO is set to be pursued for longer than two years, overall measurable standard of success is provided, timeline points are implied)	**The goal/benchmark** is -- not sufficiently specific (ambiguously stated and/or may be focused on multiple metrics); -- not easily measurable (only some information about counts, percentages, and standard that defines success is provided); -- partially based on relevant data (vague and/or minimal reference is made to performance on the same metric by peer institutions, other academic programs at FSU and/or to the program's own past levels); -- unlikely appropriate (the expected standard of success can be achieved with little effort or is too difficult attain); -- loosely time-bound (it is unclear for how long the PO is set to be pursued, standard of success and/or the timeline points are	**The goal/benchmark** is: -- not specific (not stated or focused on multiple metrics); -- not measurable (no or insufficient information about counts, percentages, and standard that defines success is provided); -- not based on relevant data (no reference is made to performance on the same metric by peer institutions, other academic programs at FSU or to the program's own past levels); -- not appropriate (the expected standard of success can be achieved with no effort or is impossible to be attained; -- not time-bound (no information is provided regarding for how long the PO is set to be pursued, standard of success and the timeline points)	Goal/ benchmark is missing

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RESULTS SECTION	Results Statement	**Results Statement** -- clearly addresses the established Goal/Benchmark and states whether criteria were met or not met; -- includes all (head)counts and percentages; -- is largely quantitative and provides relevant methodological details (who, when, how, etc.); -- includes prior year'(s') results for comparison; -- if it is inconclusive whether criteria were met or not, either results are reported using best available data or a clear explanation is provided as to why the data are not available; -- includes attachments showing progression across years	**Results Statement** -- addresses the established Goal/Benchmark and states whether criteria were met or not met; -- includes most (head)counts and percentages; -- is sufficiently quantitative and provides enough methodological details (who, when, how, etc.); -- includes some prior year'(s') results for comparison; -- if it is inconclusive whether criteria were met or not, either results are reported using best available data or some explanation is provided as to why the data are not available	**Results Statement** -- addresses the established Goal/Benchmark indirectly and/or does not clearly state whether criteria were met; -- includes (head)count(s) or percentage(s); -- little quantitative information and few methodological details are provided (who, when, how, etc.); -- briefly references prior year'(s') results for comparison; -- if it is inconclusive whether criteria were met or not, effort is made to provide some data and/or explanation	**Results Statement** -- does not address established Goal/Benchmark and/or it is unclear whether criteria were met; -- does not include any (head)counts or percentages; -- lacks quantitative information and methodological details (who, when, how, etc.); -- does not or barely references prior year'(s') results for comparison; -- if it is inconclusive whether criteria were met or not, no data and no explanation is provided	Results Statement is missing
	Analysis of Results	**Analysis of Results** -- clearly presents the reason(s) for why the results were achieved at the level that they were; -- contains convincing cause-and-effect statements and educated hypotheses; -- references specific people, actions and events that positively and/or negatively impacted the results; -- identifies specific challenges and potential solutions; -- provides a clear logical link between results and improvement plan; -- is focused on the take-always from internal discussions or investigations regarding the data; -- attachments include documentation of internal discussions about results (meeting minutes, notes, executive summary)	**Analysis of Results** -- with sufficient clarity, presents the reason(s) for why the results were achieved at the level that they were; -- contains plausible cause-and-effect statements and/or educated hypotheses; -- references general actions that positively and/or negatively impacted the results; -- identifies some challenges/obstacles with or without potential solutions; -- is linked to results and improvement plan; -- mentions some take-always from internal discussions or investigations regarding the data	**Analysis of Results** -- presents somewhat unclear reason(s) for why the results were achieved at the level that they were; -- contains cause-and-effect statements or educated hypotheses that lack detail; -- makes some reference to factors that positively and/or negatively impacted results; -- identifies a non-specific challenge/obstacle without potential solution; -- briefly mentions results and/or improvement plan; -- provides little information about internal discussions regarding the data	**Analysis of Results** -- presents vague or no reasons for why the results were achieved at the level that they were; -- cause-and-effect statements and/or educated hypotheses are missing or weak; -- does not or vaguely mentions factors that positively and/or negatively impacted the results; -- no specific challenges/obstacles are identified; -- is missing link to results and improvement plan; -- mainly restates the results statement	Analysis of Results is missing
	Improvement Plan	**Improvement Plan** -- Clearly explains how results and their analysis were used to inform changes/next steps; -- Describes well-thought-out, specific change(s) based on data/evidence; -- Identifies specific people/entities, actions, and timeframes; -- Includes improvement actions that are within program's control; -- If improvement action requires new financial and/or human resources, a description of it being included in budget request is provided along with an attached copy; -- If improvement action requires changes to assessment instrument and/or methodology, the refinements are described in detail; -- Includes relevant attachments (copy of filled-out budget request, new/updated survey, flyers/memos/policies)	**Improvement Plan** -- Sufficiently clearly explains how results and/or their analysis were used to inform changes/next steps; -- Describes at least one specific change based on data/evidence; -- Identifies specific people/entities or actions or timeframes; -- Includes at least one improvement action that is within program's control; -- If improvement action requires new financial and/or human resources, either a description of it being included in budget request is provided or a copy of filled-out budget request is attached; -- If improvement action requires changes to assessment instrument and/or methodology, the refinements are described with sufficient detail	**Improvement Plan** -- Provides some connection between results and/or their analysis and proposed changes/next steps; -- Describes at least one general change loosely based on data/evidence; -- Provides some information about people/entities and/or actions and/or timeframes; -- Includes at least one improvement action that is mostly within program's control; -- If an improvement action requires new financial and/or human resources, it is stated but without budget request; -- If improvement action requires changes to assessment instrument and/or methodology, the refinements are briefly described	**Improvement Plan** -- Provides weak or no connection between results and/or their analysis and proposed changes/next steps; -- Describes one vague change that is not based on data/evidence; -- Refers to non-specific people/entities, actions or timeframes; -- May only include an improvement action that is hardly within program's control; -- May simply state that new financial and/or human resources are needed; -- May simply state that changes to assessment instrument and/or methodology are needed	Improvement Plan is missing

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PLAN SECTION	Mission Statement	The mission of the Criminology Bachelor's degree program is to prepare students for employment in various criminology-related areas and/or for the pursuit of advanced degrees in criminology or related fields by educating them in the fundamental concepts, knowledge, and techniques and skills of the criminal justice discipline. Our top priority is to turn out graduates who possess critical, independent thinking skills.	The mission of the Criminology degree program is to prepare students for employment and/or for the pursuit of advanced degrees in criminology. The program's is focused on educating students in the fundamental concepts, knowledge, and skills of the criminal justice discipline. Our priority is to foster critical, independent thinking skills.	The mission of the Criminology degree program is to educate students in the fundamental concepts, knowledge, and skills of the criminal justice discipline.	The mission of the program is to educate students in the criminal justice discipline.	
	PO Name and Statement	PO – 2-Year Transfer Students Graduation Rate; By the end of their second year, transfer students in the Criminology Bachelor's program will graduate from FSU at a higher rate	PO – 2-Year Transfer Grad Rate; Transfer students in the Criminology program will graduate within two years at a higher rate	PO – Student Graduation Rate; Transfer students will complete their programs on time	PO – Students; Students will graduate	
	Assessment Process/ Methodology	For this PO, we will track 2-year graduation rates of undergraduate students who transferred to FSU from the Florida College System (FCS) and declared Criminology as their major. FCS transfer students already have an Associate's degree and in most cases should be able to graduate with a Bachelor's degree from FSU in two years. 2-year grad rate is calculated by dividing the number of transfer students who graduated from FSU by the end of their second year by the total number of transfer students in the original cohort. This information will come from the official Graduation/Retention reports published by the FSU Office of Institutional Research on their website at https://ir.fsu.edu/graduation_retention_secure.aspx. Full methodology is described on the first page of the report. Graduation rates will be retrieved by the Criminology Dean's Office staff every spring semester.	We will track 2-year graduation rates of undergraduate students who transferred to FSU and declared Criminology as their major. 2-year grad rate is calculated by dividing the number of transfer students who graduated from FSU by the end of their second year by the total number of transfer students in the original cohort. Graduation rates will be retrieved from the Graduation/Retention reports published by the FSU Office of Institutional Research at https://ir.fsu.edu/graduation_retention_secure.aspx. Full methodology is described on the first page of the report.	We will track completion rates of students who transferred into our program. Students in the original cohort who graduated will be counted in the percentage. Graduation reports by IR will be used.	We will be tracking how many students graduated from our program. The data will come from the university sources.	
	Goal/ Benchmark	According to the most recent available data, Summer/Fall 2017 FCS transfer students cohort had 2-year grad rate of 46.0%. Over the next five years, beginning with the Summer/Fall 2018 FCS transfer students cohort, we want to increase the 2-year graduation rate to at least 51%. Baseline: 2017 cohort = 46.0% 2-year grad rate, Year 1 Plan: 2018 cohort = at least 47.0%, Year 2 Plan: 2019 cohort = at least 48.0%, Year 3 Plan: 2020 cohort = at least 49.0%, Year 4 Plan: 2021 cohort = at least 50.0%, Year 5 Plan: 2022 cohort = at least 51.0%.	Our most recent cohort that graduated is the Summer/Fall 2017 transfer students cohort. Their 2-year grad rate was 46.0%. Over the next five years, we want to increase the 2-year graduation rate to at least 48%. Baseline: 2017 cohort = 46.0% 2-year grad rate, Year 5 Plan: 2022 cohort = at least 48.0% 2-year grad rate.	Recently, our students graduated at rates that were too low (40-50%). In the future, we want to increase the graduation rate to 80%.	45% graduation rate	
RESULTS SECTION	Results Statement	By the end of the academic year 2019-20 (Fall, Spring, Summer), 72 out of 153 Florida College System (FCS) transfer students from the most recent Criminology Bachelor's program cohort (Summer/Fall 2018) graduated from FSU. Thus, the 2-year graduation rate of the 2018 transfer students cohort is 47.1%. This is higher than last year's graduation rate of 46.0% (81 out of 176 students). The goal to increase graduation rate of this population of students to at least 47.0% was achieved. Data were retrieved from https://ir.fsu.edu/graduation_retention_secure.aspx	By the end of the academic year, 72 FCS transfer students from the most recent Criminology Bachelor's program cohort (Summer/Fall 2018) graduated from FSU. Thus, the 2-year graduation rate of the 2018 transfer students cohort is 47.1%. This is higher than last year's graduation rate of 46.0%. The goal to increase the graduation rate of students was achieved. Data: https://ir.fsu.edu/graduation_retention_secure.aspx	This past year, the graduation rate is 47%. This is higher than last year's rate.	The graduation rate increased as planned.	
	Analysis of Results	We believe that the slight increase in the transfer students graduation rate is due to changes we instituted before the last academic year, specifically, advising student to take at least one more course per term when feasible and offering one more required 4000-level course in the summer. This resulted in more 2018 cohort students taking summer courses and registering for more credit hours per term than transfer students from the 2017 cohort. In the 2018 cohort, 56% of students took at least one summer course, while in the 2017 cohort, 48% did the same. Also, in the 2018 cohort, the average Fall/Spring credit load was 12.24 credit hours, while in the 2017 cohort, it was 11.88. We hypothesize that the increase in the graduation rate was modest due to different reasons. One factor that negatively affects transfer students graduation rate is students leaving the program and the university altogether. Anecdotally we know that many of our transfer students who left the program were part-time and/or already had jobs and families. Some of them indicated in the 'Non-Returner' survey that it was difficult to stay engaged with academics and feel connected with faculty and other students.	We believe that the increase in the transfer students graduation rate is due to some recent changes, specifically, advising students to take more courses during the summer and increasing our summer offerings. Because of that, the average summer credit load that our students registered for went up. The increase in the graduation rate was modest primarily due to the fact that most of our transfer students have other competing priorities like jobs and families. It is more challenging for them to stay fully engaged with academics and find time to study.	The growth in the graduation rate is mostly due to increasing our summer courses. However, our students still experience challenges when it comes to finding time to study.	The graduation rate increased mostly due to some changes that we made recently.	
	Improvement Plan	In order to continue growing the number of FCS transfer students who graduate from our program within two years, we will implement the following enhancements: First, the Dean's Office will plan and organize a 'get together'-type event for our transfer students. They also set aside some funds to support this event. We will invite faculty, staff, students and their families to a potluck in an informal setting like a park. This event will be held in the Spring semester, right after midterms. We chose this time because transfer students who leave the program most often do so after the Spring term. Hopefully, this experience will create a greater sense of belonging for our transfer students and will give our faculty and staff an opportunity to strengthen student engagement with academics through establishing personal connections with students. Second, we want to build on the initial success of increasing summer course offerings and average credit hours taken per term. Required CCJ3011 Criminology is already offered during the summer, but there are only two sections of this class, both of which fill up quickly every time. We have requested another teaching faculty line in the budget request to address this and related instructional needs. Copy of the request and associated rationale is attached. In case the line is not funded, we will explore options of having this class taught by TAs and/or as an online class with a larger enrollment cap.	In order to continue increasing the graduation rate, we will implement the following enhancement. The Dean's Office will organize a 'get together'-type event. We will invite faculty, staff, students and their families to a potluck in an informal setting. This event will be held in the Spring semester. We chose this time because transfer students who leave the program most often do so after the Spring term. Hopefully, this experience will give our transfer students a chance to connect with faculty and will create a greater sense of belonging.	Later in the year, we will organize a potluck for our faculty, staff, students and their families. Hopefully, this experience will connect our students and faculty.	We will continue enhancing our student support activities, including those for transfer students.	