

**Excellence in Educational Effectiveness (EEE) Award 2025  
Assessment Council Review Rubric**

Screening Question		
Does the nomination clearly address academic assessment or educational effectiveness?	<input type="checkbox"/> <b>Yes.</b> Nomination meets basic eligibility requirements. Continue scoring.	<input type="checkbox"/> <b>No.</b> Nomination does not meet basic eligibility requirements. Stop scoring.

Evaluative Rubric
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<p><b>Did the nominee contribute to any of the following categories?</b></p> <p>Three rubric categories are provided with examples. Each category is worth up to two points. Nominees may earn points in multiple categories.</p>
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<p><b>I. Use of assessment results to improve student learning, such as:</b></p> <ul style="list-style-type: none"> <li>● Improving pedagogy, curriculum, or key indicators of student success.</li> <li>● Analyzing assessment results to revise curricular content, design, etc.</li> <li>● A data-driven approach to program or curricular improvement.</li> <li>● Other innovative, impactful uses of assessment results to enhance educational effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>0 Points - Limited Evidence:</b> The use of assessment results to improve student learning has not been demonstrated in any listed or related areas.</li> <li><input type="checkbox"/> <b>1 Points - Moderate Evidence:</b> The use of assessment results is clear and specific in one or more areas, with moderate, measurable improvements to student learning or program outcomes.</li> <li><input type="checkbox"/> <b>2 Points - Compelling Evidence:</b> The use of assessment results is robust and well-documented in one or more areas, leading to significant, impactful improvements in student learning or program outcomes.</li> </ul>
<p><b>II. A commitment to creating a sustainable culture of assessment at SBU, such as:</b></p> <ul style="list-style-type: none"> <li>● Creating or leading a local assessment committee, task force, working group, etc.</li> <li>● Leading or initiating professional development in assessment.</li> <li>● Advocating for or reinforcing assessment practices in unit decision-making.</li> <li>● Other example(s) of engaging in innovative, transformative practices that significantly enhance the culture of assessment at SBU.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>0 Points - Limited Evidence:</b> A commitment to creating a sustainable culture of assessment has not been demonstrated in any listed or related areas.</li> <li><input type="checkbox"/> <b>1 Points - Moderate Evidence:</b> A commitment to creating a sustainable culture of assessment is clear and specific in one or more areas, with moderate, measurable contributions that support or advance assessment at SBU.</li> <li><input type="checkbox"/> <b>2 Points - Compelling Evidence:</b> A commitment to creating a sustainable culture of assessment is robust and well-documented in one or more areas, leading to significant, impactful, or widespread contributions that support or advance assessment at SBU.</li> </ul>

*Approved by faculty-led Assessment Council Vote 2/6/25.*

<p><b>III. Innovative, creative approaches to academic program assessment, such as:</b></p> <ul style="list-style-type: none"> <li>• Using AI effectively in assessment design or analysis.</li> <li>• Integrating authentic, peer-, self- or other innovative assessment methods.</li> <li>• Interdisciplinary or collaborative academic assessment initiatives.</li> <li>• Other example(s) of implementing groundbreaking or highly original assessment practices that significantly advance academic program assessment.</li> </ul>	<p><input type="checkbox"/> <b>0 Points - Limited Evidence:</b> Innovation or creativity in academic program assessment has not been demonstrated in any listed or related areas.</p> <p><input type="checkbox"/> <b>1 Points - Moderate Evidence:</b> The use of an innovative, creative approach is clear and specific in or more areas, with moderate, measurable contributions that improve academic program assessment.</p> <p><input type="checkbox"/> <b>2 Points - Compelling Evidence:</b> The use of an innovative, creative approach is robust and well-documented in one or more areas, with significant, impactful, or transformative contributions that improve academic program assessment.</p>
<p><b>Additional Criteria</b></p>	
<p><b>Did the nominee share assessment results with a wider audience:</b></p> <ul style="list-style-type: none"> <li>• To foster continuous improvement or data transparency.</li> <li>• To contribute to the Scholarship of Teaching and Learning, such as through a poster presentation, publication, publicly accessible report, etc.</li> <li>• Other examples of sharing assessment results with a wider audience.</li> </ul>	<p><input type="checkbox"/> <b>0 Points:</b> Limited evidence provided.</p> <p><input type="checkbox"/> <b>1 Points:</b> Evidence Provided.</p>
<p>Did the nominee's actions have a <b>minor, moderate, or major positive impact</b> on cultivating excellence in educational effectiveness?</p>	<p><input type="checkbox"/> <b>0 Points:</b> Limited impact.</p> <p><input type="checkbox"/> <b>1 Points:</b> Minor impact.</p> <p><input type="checkbox"/> <b>2 Points:</b> Moderate impact.</p> <p><input type="checkbox"/> <b>3 Points:</b> Major impact.</p>
<p><b>Overall feedback:</b></p>	
<p><b>Total Score:</b> ___ / 10</p>	