Program/Unit Name:

Assessment Cycle:

Goals

Broad statements of mission or purpose that serve as the guiding principle of a unit.

Goals should ideally:	Developing	Minimally Compliant	Good	Exemplary
- Broadly state the intentions, aspirations, or ambitions of the unit - Address the larger impact of the unit **Note:** - Goals are not necessarily directly measurable. - Although there is no minimum number of goals, plans should have more than one goal. - The number of goals should be appropriate for the size of the unit.	• None entered	• Goal(s) are stated, but they are generally unclear	• Goal(s) are clearly stated	• More than one goal entered • All goals are clearly stated • Goals address the full purpose of unit according to the course catalog
	Reviewer Feedback			

Objectives

Specific, detailed, and measurable statements of the expected knowledge, skills, or abilities gained as a result of receiving instruction or training, or of the expected attainment of non-learning tasks.

Objectives should:	Developing	Minimally Compliant	Good	Exemplary
• Clearly align with goals • Isolate one behavior or service • Articulate the knowledge, skills, or abilities gained or demonstrated (LO) • Describe the desired quality or improvement of services (PO) • Use precise, measurable, and observable verbs (e.g., analyze, create, identify, solve) instead of verbs that are not observable (e.g., understand, know, be familiar with) **Notes:** • Learning objectives (LO) are required by academic programs. • Performance objectives (PO) are required by all others. • All units may have both LO and PO. • Each goal should be supported by more than one objective.	• None entered; or • None fully address specifications for an objective	• At least one addresses all specifications	• Most address all specifications	• More than one objective per goal • All address all specifications

Reviewer Feedback

Indicators and/or KPIs

The methods, instruments, processes, or techniques used to measure and evaluate learning or performance objectives; the means of gathering data.
Learning objectives will have indicators, and performance objectives will have KPIs (Key Performance Indicators).

Indicators/KPIs should describe: • The source of data (e.g., exam scores, survey data, etc.) • How data is gathered, by whom, and from whom • When or how often data will be gathered • Who will evaluate or score the item(s) • The rubric or evaluation scale (e.g., %, 0-5, pass/fail, Likert scale, etc.) • Who will review the results and when they will be reviewed	Developing	Minimally Compliant	Good	Exemplary
	• None entered; or • All are lacking many details to address specifications for an indicator/KPI • No direct measures included	• At least one addresses most specifications • At least one direct measure included	• Most address most specifications • Most measures used are direct	• All address most specifications • More than one indicator/KPI per objective • Mix of direct and indirect measures used for each objective

Indicators/KPIs should:
• Clearly align with objectives
• Include both direct and indirect measures, with an emphasis on direct measures
• Clearly show how they can provide data for improving learning and performance

Notes:
• Direct measures assess actual learning or performance, while indirect measures imply that learning or performance improvement has occurred.
• Specific instruments may be attached as supporting documentation, when appropriate.
• Each objective should be supported by more than one indicator/KPI.

Reviewer Feedback

Criteria/Targets

The benchmark, value, or result that will represent success at achieving a learning or performance objective.
Indicators will have criteria, and KPIs will have targets.

Criteria/Targets should:	Developing	Minimally Compliant	Good	Exemplary
- Align with indicators/KPIs and objectives - Be measurable and quantifiable (e.g., an increase of 5%) - Represent a feasible or reasonable amount of success (ambitious but attainable) - Contain specific contextual information to explain how the criteria/targets for success were selected and were appropriate for the objectives (e.g., specific benchmarks, accepted standards, past results)	- None entered; or - None fully address specifications for a criterion/target	At least one criterion/target addresses all specifications	- Criteria/targets are included for all indicators or KPIs - Most address all specifications	- Criteria/targets are included for all indicators or KPIs - All address all specifications
	Reviewer Feedback			

Findings/Results

A clear and concise summary of the results gathered from the assessment indicators and/or KPIs.

Findings/results should:	Developing	Minimally Compliant	Good	Exemplary
• Align with the corresponding target for success • Be concise and well-organized • Provide actionable data that can clearly be used for improvement	• None entered; or • All are lacking many details to address specifications for a finding/result	• At least one addresses most specifications • At least one aligns with the target for success and clearly indicates if target was met	• Most address most specifications • Most align with the targets for success and clearly indicate if targets were met	• All address most specifications • All align with the targets for success and clearly indicate if targets were met
• Compare new findings to past trends, previous results, and/or existing standards as appropriate • Provide a clear explanation that targets were met, partially met, or not met • Include supporting documentation, if applicable (e.g., completed rubrics, survey results) **Notes:** • It is okay if a criterion/target is not met. This just provides an opportunity for future improvement. • Be sure to anonymize all data submitted.	**Reviewer Feedback**			

Actions

Specific steps taken to improve a program or unit based on analysis of the assessment findings and/or KPI results.

Actions should:	Developing	Minimally Compliant	Good	Exemplary

• Clearly follow from assessment findings/results
• Identify an area that needs to be monitored, remediated, or enhanced
  • Define logical "next steps"
  • Identify a responsible person or group
  • Contain completion dates
• **Or** explain why a finding/result will not be assessed in the future
	• None entered; or
	• None fully address specifications for a finding/result; or
	• All actions focus on continuing current processes or increasing targets or specifications
		• At least one addresses most specifications	• Most address most specifications	• All address most specifications

Notes:
- This item is in future tense. It should only include what the unit will do in the next cycle.
- It's okay if some, but not all, actions identify an area of the assessment process that needs improvement (e.g., only changing the indicator or criterion).
- Actions related to learning objectives should be mostly focused on pedagogical and/or curricular changes to affect student learning.

Reviewer Feedback

PCI Update

The narrative updating the unit's relative progress in completing the previous cycle's plan for continuous improvement (PCI).

The PCI Update should:	Developing	Minimally Compliant	Good	Exemplary
• Be specific and detailed • Provide a progress update, with relevant contextual information, for all items discussed in the previous cycle's PCI • Clarify whether items in the previous PCI were completed or not, and to what extent **Note:** • The PCI update should be in past tense. • This rating of this item is dependent on the quality of the previous cycle's PCI. • Mark N/A in notes section and do not select a rating if this was a **new unit** for the year being reviewed. New units will not have a previous PCI.	• Not entered; or • Does not address any items from the previous PCI	• Does not address all items from previous PCI; or • May fully address previous PCI, but information in previous PCI was limited	• Addresses all items from previous PCI • Previous PCI was adequate • Provides general detail (lacks some specificity)	• Addresses all items from previous PCI • Previous PCI was robust • Provides specific detail (who, what, when, where, why)
	Reviewer Feedback			

New PCI

The narrative summarizing all actions to be implemented into one coherent plan.

The New PCI should:	Developing	Minimally Compliant	Good	Exemplary
• Be specific and detailed • Include a summary of all identified actions found within the current plan • Include any new initiatives or other items that will be assessed in the next cycle • Provide additional contextual information or details about what the actions are, how and when they will be implemented, and who will be responsible **Notes:** • The New PCI should be in future tense. • The New PCI should represent all the unit's intended actions that will be assessed for the following cycle.	• Not entered; or • Does not address any actions from the current plan	• Does not include all actions from the current plan	• Includes all actions from the current plan • Provides general detail (lacks some specificity)	• Includes all actions from the current plan • Provides specific detail (who, what, when, where, why)
	Reviewer Feedback			

Overall Rating

Please select an overall rating for the assessment plan.

Developing	Minimally Compliant	Good	Exemplary
Reviewer Feedback			