Assessment Unit Plan Review

Unit: _____

Cycle Reviewed: Fiscal Year

PART ONE		3 = ESTABLISHED	2 = ACCEPTABLE	1= DEVELOPING
(PLAN) ASSESSMENT PLANNING	**Mission Statement**	Clear and concise statement of program/unit intent; identification of stakeholders; effective differentiation from other related programs/services, aligns with college mission and relevant professional organizations (as appropriate).The mission statement is clear and concise communicating the unit's overall purpose; identification of stakeholders; aligns clearly with the BHC mission.	Clear statement of program/units purpose and who it serves; aligned with college mission.	General statement of program/unit intent; does not identify stakeholders, does not demonstrate clear alignment with college mission; too general to distinguish program/unit or too specific to encompass the entire mission.
	Goals	Clear alignment of goals to mission; brief, general statements of program/unit intent; specific to assessment cycle; highly aspirational; providing general direction for one or more specific outcome(s)/ objective(s).	Clear alignment of goals to mission; more specific expression or aspirations than mission but still general; clearly associated with assessment cycle.	Goals poorly aligned with statement of mission; too many or too few goals; too vague (restatement of missions elements) or too specific (expression of outcomes/objectives; goals lack clear association to assessment cycle.
	Outcomes/ Objectives	Outcomes communicate expected results for the intended customer. Clear description of desired outcomes using action verbs; reflect an appropriate scope (3-5); are S.M.A.R.T. outcomes/objectives (specific, measurable, achievable, relevant, time-referenced), clear association with goals, institutional priorities, strategic plans, clear representation of scope of activity and impact during the assessment cycle; clear identification of student learning outcomes.	Outcomes communicate expected results for the intended customer. Clear description of desired outcomes using action verbs; reflect an appropriate scope (3-5); displays most S.M.A.R.T. outcome/objectives (specific, measurable, achievable, relevant, time-referenced), some outcome/objectives are too broad /specific; reasonable association with goals, institutional priorities, strategic plans, reasonable representation of scope of activity and impact during the assessment cycle; reasonable identification of student learning outcomes.	Describes a process rather than an outcome; is not measurable or verifiable; lacks clear means by which to determine whether the outcome/objective has been met; does not address breath of knowledge, skills or services associated with the program/unit; too few outcomes/objectives; lacks clear association with relevant program/unit goals, institutional priorities or strategic plans.
	Measures	Several outcomes/objectives use multiple measures; uses a combination of direct and indirect measures, with emphasis on direct measures; each measure has a clear purpose; assessment instrument/measurement tools developed, clearly described and attached in document repository, assessment design reflects sound research methodology,	Measures are aligned appropriately with outcome/objectives. At least one measure or measurement approach established per outcome/objective; direct and indirect measures are used; assessment instruments/measurement tools described;	Measures not established for all outcomes/objectives; measurement tools/instruments not identified-developed and/or vaguely described; little or no use of direct measures, particularly involving student outcomes, some measures are not aligned appropriately with outcomes/objectives, limited measures are used.
	Achievement Targets	Expression of "achievement targets" completed for each measure/objective relationship; all targets describe specific criteria for success and appear to be appropriately challenging and attainable in the given timeframe.	Expression of "achievement targets" completed, all targets describe specific criteria for success; Some appear to be minimally challenging or unattainable in the given timeframe. Each measure has a related target.	Expression of "achievement targets" not identified for most or all measure/objective relationship; few targets describe vague or unclear criteria for success.
Part One Comments		.		

Name of Reviewer(s)   _____ Kathy Malcolm   _____ Dale Huntley   _____ Jarrett E. Daugherty

Assessment Unit Plan Review

Form A: Work Systems: Governance & Leadership/HR/PIE/Finance/Administrative/Student Services

Unit: _____ Cycle Reviewed: _____

PART TWO		3 = ESTABLISHED	2 = ACCEPTABLE	1= DEVELOPING
. (CHECK) IMPLEMENTATION	**Findings**	One finding per target reported; rich assessment detail (e.g. assessment instrument, scheduling, timetable and statistics presented. They are marked appropriately as *Met, Partially Met, Not Met or Not reported This Cycle.*	Multiple findings reported with adequate detail. They are marked appropriately as *Met, Partially Met, Not Met or Not reported This Cycle.*	At least one finding reported with adequate detail; some provide vague details about progress and may not be marked appropriately as *Met, Partially Met, Not Met or Not reported This Cycle.*
	Documentation	Appropriate supporting documents are provided throughout the assessment unit plan.	Some supporting documents have been provided.	Few supporting documents have been provided.
(ACT)	**Action Planning**	An action plan is provided for each target that is "*partially met or not met*". If all targets have been met, at least one new actin plan or new target must be provided. All preexisting action plans are reviewed for completion status and comments provided on status.	An action plan is provided for each target that is "*partially met or not met*". If all targets have been met at least one new action plan or new target must be provided.	NO Action Plan is provided when there are targets marked "partially met or not met"
Closing the Loop	**Annual Report**	Section is fully populated but addresses questions and provides context and elaboration regarding assessment results. Insights gleaned might be considered "effective practices".	Section is fully populated but does not address questions and does not provide context and elaboration regarding assessment results.	Section is not fully populated or no information has been provided.
Part Two Comments				