

## Unit Assessment Plan Review Criteria

**Unit name:**

**Date reviewed:**

Circle the appropriate category, indicate your recommendation for the unit plan, and provide comments in the space provided.

Comments should briefly explain why the rating was selected. Comments should also offer words of appreciation and coaching suggestions.

Report Component	Highly Developed	Satisfactory	Needs Revised and Resubmitted
<b>Outcomes</b> - <i>What the unit wants to accomplish.</i>  <b>Outcome Target</b> - <i>The unit's desired level of achievement for each outcome.</i>	Outcomes are identified and clearly relate to the unit's mission.	Outcomes are identified and relate to the unit's mission. One or more outcomes may need reworded for clarification.	Outcomes are not identified or do not relate to the unit's mission.
	Outcome targets for all outcomes are present, clear, measurable, and obtainable.  A rationale for selecting the targets is provided.	Outcome targets for all outcomes are present, clear, measurable, and obtainable.	Outcome targets for some or all outcomes are absent. Targets may not be measureable or obtainable.
<b>Institutional Link</b> - <i>How the outcomes assist the college in achieving its mission and identified priorities.</i>	There is a clear link between the institution's/unit's mission and priorities and the outcomes.  The unit's strategic plan or priorities for the next few years are provided and clearly support the institution's/unit's priorities.	There is a clear link between the institution's/unit's mission and priorities and the outcomes.	There is no clear link between the institution's/unit's mission and priorities and the outcomes.
<b>Performance Indicator</b> - <i>What the unit will do to achieve its outcomes.</i>	At least two performance indicators are listed for each outcome. Indicators are appropriate to achieve each outcome.	At least one performance indicator is listed for each outcome. Indicators are appropriate to achieve each outcome.	Performance indicators are missing for one or more outcomes and/or indicators are not appropriate to achieve each outcome.
<b>Assessment Measures</b> - <i>How the unit will measure the degree of its success (should include at least one direct and one indirect measure).</i>	Assessment measures for gathering evidence are clear, appropriate, and include at least two measures for each indicator, one of which is a direct measure.  Unit measures are derived from unit sources <b>AND</b> institutional or other external sources.	Assessment measures for gathering evidence are clear, appropriate, and include two measures for each indicator, one of which is a direct measure.  Unit measures are derived only from unit <b>OR</b> institutional or other external sources.	No assessment measures are present, or only indirect assessment measures are present, or there is only one assessment measure for one or more indicators.

**Assessment Committee Recommendation:** Proceed with plan

Meet w/Assessment Committee to clarify

Revise and resubmit

**Comments and Suggestions:**

## Assessment Glossary

**Assessment:** The systematic effort to gather, analyze, interpret, and use information about programs, services, and student learning for improving teaching effectiveness, student learning, and planning, to inform changes in courses or programs to improve student learning and/or institutional effectiveness.

**Direct measure:** Data— examine actual results based on comprehensive data that reflect results of the outcome—evaluates actual performance, is quantifiable. Examples: number of reported crimes on campus, number of outstanding tuition payments, service will be provided within two days of request, retention data, time, cost, productivity.

**Indirect measure:** Evaluates perception/feelings, perceived performance, often self-reported, and is qualitative. Examples: surveys, focus groups, perceived efficiencies.

**Institutional effectiveness:** Assessment to determine the extent to which a college or university is achieving its mission. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results.

**Performance indicator:** A specific, measurable statement identifying student performance(s) required to meet the outcome, confirmable through evidence. A means of objectively quantifying results of products, projects, services, or programs.

**Operational outcome:** Addresses regular operational or procedural tasks. Generally provide service or product. Direct and indirect effects on stakeholders. Outcomes are directly related to the mission and/or key functional responsibilities of the unit.

**Strategic outcome:** Reflect future expected results of the department/unit, based on a planned activity. Strategic outcomes are generally assessed as part of the planning process to ensure strategic initiatives have the intended or positive results.

**Student learning outcome (SLO):** A very specific statement that describes exactly what a student will be able to do in some measurable way.

**Unit:** An organizational area within the institution that contributes to student learning and/or improved institutional effectiveness. Other institutions may call units co- curricular or non-academic areas.