### I. Mission

<table>
<thead>
<tr>
<th>Exemplary O</th>
<th>Acceptable O</th>
<th>Developing O</th>
<th>No Evidence</th>
</tr>
</thead>
</table>
| - Clear and concise  
- Reflects mission of the university and/or division  
- Describes purpose that is distinctive from other units  
- Identifies stakeholders | - Clear statement of unit’s purpose  
- Consistent with mission of the university and division  
- Identifies stakeholders | - General statement of the work of the unit  
- Doesn’t identify stakeholders  
- Fails to demonstrate alignment with university and/or division mission.  
- Does not encompass the entire work of the unit. | |

**Comments:**

### II. Implemented Improvements from Previous Year

<table>
<thead>
<tr>
<th>Exemplary O</th>
<th>Acceptable O</th>
<th>Developing O</th>
<th>No Evidence</th>
</tr>
</thead>
</table>
| - Provides concrete evidence of how improvements from previous assessment activity were implemented  
- Appropriate action taken on all issues | - Provides concrete evidence of how improvements from previous assessment activity were implemented  
- Gives explanation for not implementing planned improvements | - Evidence insufficient or not provided  
- Not all issues were addressed, without explanation of the delay  
- Actions taken were not relevant to the issue. | |

**Comments:**

### III. Outcomes

<table>
<thead>
<tr>
<th>Exemplary O</th>
<th>Acceptable O</th>
<th>Developing O</th>
<th>No Evidence</th>
</tr>
</thead>
</table>
| - At least two outcomes are listed.  
- Each outcome is observable and measurable  
- Each outcome is directly related to mission  
- Each outcome uses action verbs  
- Each outcome is directly related to mission  
- Each outcome describes end result of activities (operational), future expected results (strategic) and/or student learning  
- Each outcome reflects key results of unit and are tied to strategic goals | - At least two outcomes are listed.  
- Each outcome is observable and measurable  
- Each is directly related to mission  
- Each is tied to strategic goals  
- Language in at least one of the outcomes may be vague or need revision | - Only one outcome listed  
- Not clear how outcome could be measured  
- Fails to demonstrate alignment with university or division mission and/or strategic goals  
- Does not address key results or functional responsibilities.  
- Not worded so that a single method can measure the entire outcome statement  
- Not worded as operational, strategic, or learning outcomes, or language needs substantial revision. | |

**Comments (Please comment on each outcome):**

### IV. Assessment Measures and Targets

<table>
<thead>
<tr>
<th>Exemplary O</th>
<th>Acceptable O</th>
<th>Developing O</th>
<th>No Evidence</th>
</tr>
</thead>
</table>
| - Multiple measures for all outcomes  
- Direct and indirect measures used, with at least one direct measure for each outcome  
- Assessment tools clearly described | - At least two measures for each outcome  
- Direct and indirect measures are used to assess each outcome.  
- Assessment tools and methodology | - Not all outcomes have at least two measures.  
- Few direct measures used  
- Assessment tools vague or not defined | |

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## IV. Assessment Measures and Targets

<table>
<thead>
<tr>
<th>(and attached, as appropriate) and are appropriately designed</th>
<th>are described and are relevant to the outcome</th>
<th>• Targets not defined for each measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Targets are clearly defined for each measure and are sufficiently challenging.</td>
<td>• Targets are defined for each measure.</td>
<td></td>
</tr>
</tbody>
</table>

**Comments** *(Please comment on each outcome):*

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## V. Analysis of Results and Implications

<table>
<thead>
<tr>
<th>Exemplary O</th>
<th>Acceptable O</th>
<th>Developing O</th>
<th>No Evidence O</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clear, complete, and well-organized discussion of results for all outcomes</td>
<td>• For each outcome, effectively uses tables, graphs, and/or charts to summarize results, if applicable.</td>
<td>• Does not discuss results of each assessment measure</td>
<td></td>
</tr>
<tr>
<td>• Clear and substantial evidence that targets were met, partially met, or not met for all measures</td>
<td>• Clear and well-organized discussion of results for all outcomes; some data might be incomplete or not yet available.</td>
<td>• Details not given in the analysis</td>
<td></td>
</tr>
<tr>
<td>• Discussion of implications for unit of the results of all assessment measures</td>
<td>• Clear and substantial evidence that targets were met, partially met, or not met for all measures</td>
<td>• Results are too general to prove whether or not targets were met.</td>
<td></td>
</tr>
<tr>
<td>• Compares results to findings from previous years, if available</td>
<td>• Includes supporting documentation</td>
<td>• Supporting documentation not included</td>
<td></td>
</tr>
<tr>
<td>• Includes supporting documentation (tables, charts, surveys, rubrics, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments** *(Please comment on each outcome):*

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## VI. Use of Assessment to Improve Effectiveness

<table>
<thead>
<tr>
<th>Exemplary O</th>
<th>Acceptable O</th>
<th>Developing O</th>
<th>No Evidence O</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reflects on the assessment process and any needed changes</td>
<td>• Demonstrates understanding of results, and implications are directly supported by results</td>
<td>• Does not describe what was learned during the assessment process</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates strong understanding of results, and implications are directly supported by results</td>
<td>• Identifies key areas that need attention and defines next steps, including for those outcomes with targets that were fully met.</td>
<td>• Does not identify key areas for improvement or describe next steps.</td>
<td></td>
</tr>
<tr>
<td>• Identifies key areas that need attention and defines next steps, including for those outcomes with targets that were fully met.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Improvements reflect what was learned during the assessment process</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

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Other comments:

- ○ Report Accepted as Submitted
- ○ Report Accepted Pending Minor Revisions
- ○ Revisions Required to Accept Report This Year

**Recommendations for Next Year’s Assessment Process:**