

Form B: Administrative/Student Support, Research, and Community/Public Service

Name of Plan: _____

Cycle Reviewed: 2016-2017

(Note: A "0" should be assigned to any plan component which is missing or outdated.)

REVIEWER USE ONLY

Total Points: _____

_____ Excellent (18-21 points)

_____ Acceptable (12-17 points)

_____ Developing (6-11 points)

_____ Not Acceptable (0-5 points)

Assessment Plan Review

PART ONE	3 = EXCELLENT	2 = ACCEPTABLE	1 = DEVELOPING
Mission Statement _____	<input type="radio"/> The mission statement communicates the unit's overall purpose; distinguishes it from similar units; supports clearly the TTUHSC mission; AND has no obvious problems with grammar/usage/mechanics.	<input type="radio"/> The mission statement communicates the unit's overall purpose and distinguishes it from similar units. It may contain <u>some</u> problems with grammar/usage/mechanics.	<input type="radio"/> The mission statement communicates the unit's overall purpose using vague or discipline-specific language and may contain <u>many</u> problems with grammar/usage/mechanics.
Outcomes/Objectives _____	<input type="radio"/> Outcomes communicate expected results for the intended customer. Objectives communicate where efforts of the unit will be directed. Outcomes/objectives reflect an appropriate scope and are aligned appropriately with TTUHSC strategic plan objectives.	<input type="radio"/> Outcomes, if used, communicate expected results for the intended customer. Objectives communicate where efforts of the unit will be directed. <u>Some</u> objectives are too broad/specific and may not be aligned appropriately with TTUHSC strategic plan objectives.	<input type="radio"/> Outcomes are not specified. Objectives communicate where efforts of the unit will be directed. <u>Most</u> objectives are too broad/specific and may not be aligned appropriately with TTUHSC strategic plan objectives.
Measures _____	<input type="radio"/> A concise and well-written description of each measure is provided. Measures align well with the stated outcomes/objectives. In other words, measures are appropriate to document progress toward achieving the stated outcomes/objectives. A variety of measures are used.	<input type="radio"/> Descriptions of measures are provided but may be limited, confusing, or excessive. Measures align well with the stated outcomes/objectives. In other words, measures are appropriate to document progress toward achieving the stated outcomes/objectives. Limited measures are used.	<input type="radio"/> Few, if any, descriptions of measures are provided. Some measures do not align well with the stated outcomes/objectives. In other words, some measures are not appropriate to document progress toward achieving the stated outcomes/objectives. Limited measures are used.
Achievement Targets _____	<input type="radio"/> All targets describe specific criteria for success and appear to be appropriately challenging and attainable in the given timeframe. The context for each target is provided, if relevant. Each measure has a related target.	<input type="radio"/> All targets describe specific criteria for success. Some appear to be minimally challenging or unattainable in the given timeframe. If relevant, the context for targets is incomplete. Each measure has a related target.	<input type="radio"/> A few targets describe vague or unclear criteria for success. The context is not provided for some targets, if relevant. Targets are not provided for some measures.
Part One Comments			

PART TWO		3 = EXCELLENT	2 = ACCEPTABLE	1 = DEVELOPING
Findings _____	<ul style="list-style-type: none">○ Findings describe outcomes/objectives in terms of the stated achievement targets and provide specific, yet objective, information about the results. The context for each finding is provided, if relevant. Findings are marked appropriately as <i>Met</i>, <i>Partially Met</i>, <i>Not Met</i>, or <i>Not Reported This Cycle</i>.	<ul style="list-style-type: none">○ Findings describe outcomes/objectives in terms of the stated achievement targets and provide specific information about the results. Findings are largely objective but may contain some subjective comments. If relevant, the context for findings is incomplete. They are marked appropriately as <i>Met</i>, <i>Partially Met</i>, <i>Not Met</i>, or <i>Not Reported This Cycle</i>.	<ul style="list-style-type: none">○ Findings do not describe outcomes/objectives in terms of the stated achievement targets. The context is not provided for some findings, if relevant. Findings are not marked appropriately as <i>Met</i>, <i>Partially Met</i>, <i>Not Met</i>, or <i>Not Reported This Cycle</i>.	
Analysis _____	<ul style="list-style-type: none">○ Responses describe strategies that were implemented to improve previous year’s findings marked as <i>Partially Met</i> or <i>Not Met</i>. Responses describe proposed continuous improvement strategies for current year’s findings. Additional information is provided about the unit’s achievements. Overall, responses are thoughtful and well-written.	<ul style="list-style-type: none">○ Responses describe strategies that were implemented to improve previous year’s findings marked as <i>Partially Met</i> or <i>Not Met</i>. Responses describe proposed continuous improvement strategies for current year’s findings. Additional information is provided about the unit’s achievements. Overall, responses are thoughtful but may contain <u>some</u> problems with grammar/usage/mechanics.	<ul style="list-style-type: none">○ Responses describe strategies that were implemented to improve <u>some</u> of the previous year’s findings marked as <i>Partially Met</i> or <i>Not Met</i>. Responses describe proposed continuous improvement strategies for <u>some</u> of the current year’s findings. Minimal information is provided about the unit’s achievements. Overall, responses lack substance and may contain <u>many</u> problems with grammar/usage/mechanics.	
Documentation _____	<ul style="list-style-type: none">○ Appropriate supporting documents are provided throughout the assessment plan.	<ul style="list-style-type: none">○ Some supporting documents have been provided.	<ul style="list-style-type: none">○ Few supporting documents have been provided.	
Part Two Comments				