Unit Reviewed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Report Year\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reviewer’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Rate each item below using the scale R=Revise, A=Acceptable, E=Excellent.** | **R = Revise**  **A = Acceptable**  **E = Excellent** | **Comments and Notes** |
| **OBJECTIVES** | | |
| Objectives are broad-based and are not stated in terms of strategies or tasks. | R A E |  |
| Objectives are concise, clearly worded, detailed, and limited in scope. | R A E |  |
| Objectives are measurable. | R A E |  |
| Objectives are important and worthwhile. | R A E |  |
| Objectives are singular. Differing objectives are not “bundled together.” (e.g. “Staff members will communicate effectively with the public and complete assignments in a timely manner.) | R A E |  |
| Objectives support the department/unit mission. | R A E |  |
| Objective types are appropriately identified for each objective TracDat. | R A E |  |
| Objectives are linked to and aligned with the college/division goals and mission in TracDat. | R A E |  |
| Objectives are linked to and aligned with the university goals and mission in TracDat. | R A E |  |
| **ASSESSMENT METHODS** | | |
| Provides specifics about how results were obtained (i.e., who is assessed, what is the sampling method, description of measure, who administers, what is assessed, when administered, where assessed). | R A E |  |
| Methods support drawing conclusions on specific objectives, i.e. one is able to assess strengths and weaknesses related to a specific objective. | R A E |  |
| Methods are clearly aligned and matched with objectives. | R A E |  |
| Methods provide meaningful assessment of objectives. | R A E |  |
| Methods provide for measuring effectiveness of unit (i.e., not counting things). | R A E |  |
| Multiple methods are not bundled together in one assessment method entry in TracDat (i.e., each method is entered as a separate method in TracDat). | R A E |  |
| Methods provide actionable results. | R A E |  |
| Methods provide adequate data for analysis. | R A E |  |
| Methods allow for collection of reliable and valid data (e.g., appropriate sampling). | R A E |  |
| **CRITERIA** | | |
| Criteria are clearly aligned with objective and assessment method. | R A E |  |
| Clear and reasonable targets are specified for each assessment method. | R A E |  |
| Specifies the desired level of achievement. | R A E |  |
| **RESULTS** | | | |
| Provides sample size. | R A E |  | |
| Provides values, percentages, and comparative, longitudinal data as appropriate. | R A E |  | |
| Data is presented in an aggregated format (i.e., frequency table) and not as a report of individual results as appropriate. | R A E |  | |
| Results are aligned with objectives, measures, and criteria. | R A E |  | |
| Discussion of results is clear, concise and substantive. | R A E |  | |
| Discussion focuses on the results and not complaining or making excuses. | R A E |  | |
| Reported and analyzed results indicate areas where the unit excels, meets criteria, or falls short. | R A E |  | |
| Result types (i.e., Criterion Met, Criterion Not Met, Inconclusive) are clearly identified. | R A E |  | |
| A summary result statement is provided for each objective with two or more assessment methods. | R A E |  | |
| Results support action plans presented to improve the unit. | R A E |  | |
| **ACTIONS** | | | |
| Action plans are presented when criteria are not met, there are inconclusive results, or when criteria are met but data indicates changes are needed in operations or assessment plans. | R A E |  | |
| Demonstrates that results have been shared, discussed, and acted upon by relevant groups. | R A E |  | |
| Actions are clearly based on assessment results, and assessment results are cited in the action. | R A E |  | |
| Actions are related to the objective. | R A E |  | |
| Action plans do not use words like “continue” or “maintain.” | R A E |  | |
| Are substantive, not trivial. | R A E |  | |
| Action plans are specific and clear (i.e., who is responsible, what is to be done, when implemented, where implemented, and how implemented). | R A E |  | |

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| **FOLLOW-UP** | | |
| Provides evidence of improvement or additional actions if required. | R A E |  |
| Provides evidence that follow-up information has been shared, discussed, and acted upon by relevant groups, as appropriate. | R A E |  |
| Follow-up is clearly based on assessment results. | R A E |  |
| Follow-up information is specific and clear, and includes information on when actions will be implemented. | R A E |  |
| **ATTACHED DOCUMENTS** | | |
| Appropriate electronic supportive documentation is attached to the report for each objective assessment. Documentation my include frequency tables, survey instruments, evaluation criteria, rubrics, complete reports from which select results are derived, etc. | R A E |  |
| Minutes of meetings are attached to action plans and follow-up. | R A E |  |
| **GENERAL** | | |
| The report clearly demonstrates “closing the loop.” | R A E |  |
| Consistent language referencing the assessment unit is used throughout the report. | R A E |  |
| Information presented in the report is consistent with information provided on the assessment unit in the catalog and website. | R A E |  |
| Over time the program is demonstrating improvement. | R A E |  |