

### Service Unit Assessment Plan Development Criteria

Criteria	Revision Recommended	Good Quality	High Quality
Unit Director Name	No Unit Director provided.	Name of Unit Director provided.	Name of current Unit Director provided.
Outcomes	<p>Not articulated or plan contains a section for outcomes that broadly indicates what successful students will be able to do by the end of the program. Outcomes are not observable or measurable, clearly related to one another, or in alignment with measures.</p> <p>No connection to the Council for the Advancement of Standards in Higher Education Standards (CAS) or other discipline-specific professional organization standards, if CAS Standards are not available.</p>	<p>Plan contains outcomes expressed as specific actions/skills and indicates what is expected of students and/or staff in observable and measurable terms. Outcomes are implicitly related to one another and are in alignment with assessment measures.</p> <p>Some evidence of connections to the CAS Standards or other discipline-specific professional organization standards, if CAS Standards are not available.</p>	<p>Plan contains outcomes expressed as specific actions/skills (Bloom’s Taxonomy) and indicates what is expected of students and/or staff in observable and measurable terms.</p> <p>Student Learning Outcomes (if applicable) are clearly connected to one another, and are clearly related to institutional student learning outcomes, and align with assessment measures.</p> <p>Operational and/or Program Outcomes (if applicable) are clearly related to the institution’s strategic plan, and align with assessment measures.</p> <p>Evidence of connections to the CAS Standards or other discipline-specific professional organization standards, if CAS Standards are not available, are easily recognized.</p>
Measures	<p>Data collection methods, metrics, and sources are not appropriate.</p> <p>No clear connection between stated outcomes and assessment measures.</p> <p>Frequency of data collection and review is not provided.</p> <p>Person(s) responsible for reviewing data is not provided or person(s) are listed by individual’s name.</p>	<p>Data collection methods, metrics, and sources are appropriate.</p> <p>The connections between assessment measures and stated outcomes are apparent.</p> <p>Frequency of data collection and review is provided.</p> <p>Person(s) responsible for reviewing data is provided by title, not individual name.</p>	<p>Data collection methods, metrics, and sources are appropriate.</p> <p>All assessment measures are linked with specific outcomes and are likely to provide sufficient evidence to adequately assess each outcome.</p> <p>Frequency of data collection and review is provided.</p> <p>Person(s) responsible for reviewing data is provided by title, not individual name.</p>
Examples	<p>No examples provided, or the examples do not link back to the measures listed in the table.</p> <p>Examples list specific results.</p>	<p>Examples link back to the measures listed in the table.</p> <p>Examples are written in general terms and do not list specific results.</p>	<p>Examples link back to the measures listed in the table.</p> <p>Examples are written in general terms and do not list specific results.</p> <p>Examples are provided for all stated outcomes.</p>
Format	Difficult to follow, errors in spelling or grammar. No intentional flow or organizational	Reads as a coherent document, proper spelling and grammar.	Reads as a coherent document, proper spelling and grammar.

	structure is evident in the overall document. Little time, care, effort, and thought reflected in information shared.	Intentional flow and organizational structure is evident in the overall document. Information shared reflects some time, care, effort, and thought.	An obvious intentional flow and organizational structure is evident in the overall document. Information shared reflects appropriate time, care, effort, and thought.
--	---	---	---