**Assessment Elements**

**Mission Statement**

**Goals**

Overarching, stated, public goals of unit; should stem from the mission statement. Not all goals need to be measured each year, but if not, this should be indicated

**Performance Objectives**

Performance objectives, like student learning outcomes, should be focused on contributing to student learning and development during the reviewed year. What objective or outcome is desired? How do you know that you have actually achieved that outcome? These should not be things you do as a matter of course – the tasks of your work – but rather be about performance.

The longest amount of time in the assessment cycle should be dedicated to establishing realistic objectives, because all other aspects of the assessment cycle will be tied to these outcomes.

**Assessment Method (Measures)**

Briefly explain the measurement of each objective associated with the intended outcome (the benchmark). What is the methodology (e.g., if a survey, given to whom, when, with response rate if relevant). Measure each item distinctly.

**Results and Implications**

Interpret the data analysis and results in context of the program and previous assessment results. Honestly identify if the outcome was met or not. Indicate how they will be used for program-related decisions. What changes do they suggest for next year? The program may not need to be changed at this point or continued. If there are plans to change the program, describe the plan for reworking the program. If this program has been assessed in the past, put these plans in historical context. If applicable, describe a plan for improving aspects of the assessment cycle (e.g. revising instruments, changing data collection timeline). This can be your action plan for next year.

Reports should be streamlined – additional details or explanation should be in attached reports or documents.