FLORIDA A&M UNIVERSITY
OFFICE OF ASSESSMENT

STARS ASSESSMENT PROCESS

1 STRATEGIC AND STUDENT LEARNING OUTCOME
Start with Strategic and Student Learning Outcomes that are aligned to Institutional Mission/Goals

2 TARGET PERFORMANCE LEVELS
Target both Direct and Indirect Performance Levels that are aligned to appropriate measures

3 ANALYSIS AND REVIEW OF RESULTS
Analyze and Review Performance Data

4 REFLECT ON RESULTS
Reflect on Results In Relation to Outcome

5 STRENGTHEN PROGRAMS AND SERVICES
Strengthen programs/ services through Continuous Improvement

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ASSESSMENT GUIDEBOOK
2019-2020

OFFICE OF UNIVERSITY ASSESSMENT
FLORIDA AGRICULTURAL & MECHANICAL UNIVERSITY

Assessment Overview

A major goal of assessment at Florida A&M University (FAMU) is to support the university's mission and demonstrate accountability to internal and external stakeholders by emphasizing the importance of systematically planning, implementing, analyzing, documenting and reflecting on the results to improve student outcomes and support services.

The intent of this information is to reinforce the assessment training activities conducted by the Office of University Assessment (OUA) at FAMU and to serve as guide in the development of assessment plans and reports. This booklet provides academic and non-academic programs with a framework for developing an assessment plan, with a focus on continuing improvement for academic programs and administrative and educational support units. An overview of the Office of University Assessment and its activities are discussed. Important dates in the assessment cycle are provided. The processes of compiling academic learning compacts, and assessment plans and reports are highlighted. Contact information for the staff within the FAMU Office of University Assessment and frequently asked questions are included.

Academic and non-academic assessment is a critical component of institutional effectiveness. Assessment is the mechanism that helps the University document and evaluate the extent to which it has accomplished strategic priorities in alignment with the mission of the institution. As such, academic and non-academic assessment:

- ➢ Promotes excellence and continuous quality improvement in student learning outcomes (SLOs)
- ➢ Promotes excellence and continuous quality improvement in overall service to students
- ➢ Enhances the institution's competitive edge through a continuous improvement process
- ➢ Facilitates effective and efficient operations
- ➢ Satisfies regional accreditation requirements
- ➢ Promotes compliance with other external accountability standards (i.e. Specialized Accreditation, Department of Education, State Governing Boards etc.)

About the Office of University Assessment

The FAMU OUA aims to promote a culture of continuous improvement across the university. Assessment is an integral component of the university's commitment to sustaining and enhancing academic quality and student experiences.

The assessment activities permeate all levels of the university and target four primary areas: entry-level knowledge and skills, general education outcomes, program/divisional outcomes, and students, graduates and alumni satisfaction. These efforts span multiple institutional levels - from university-wide assessments to assessments conducted by individual academic programs and administrative and educational support service units.

The core functions of the OUA revolve around three pillars: improving student learning, enhancing capacity for improvement, and supporting institutional effectiveness initiatives.
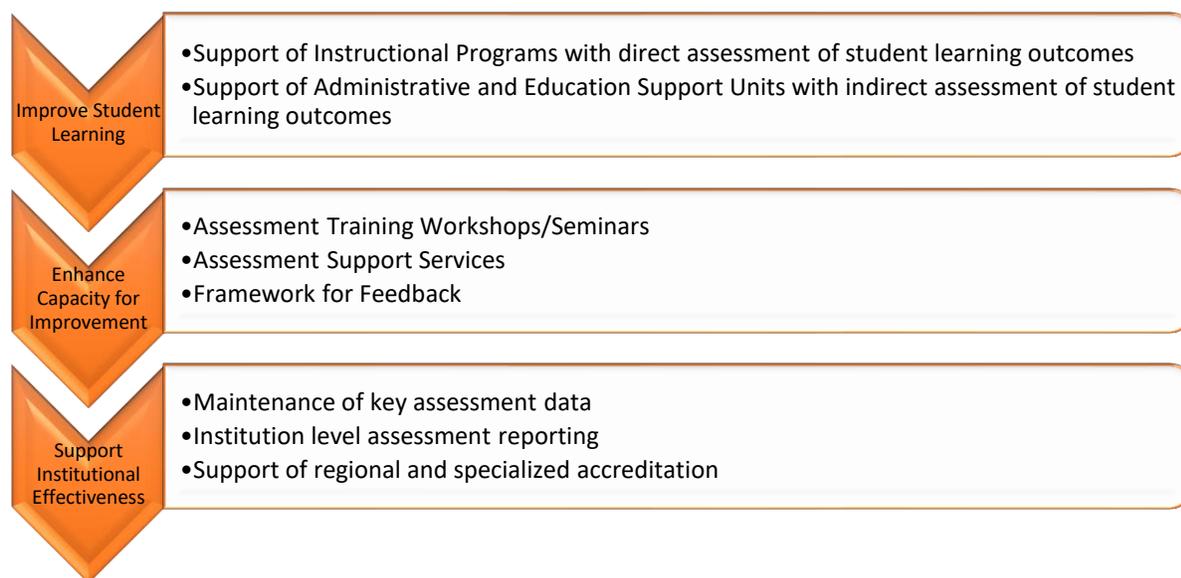
•Support of Instructional Programs with direct assessment of student learning outcomes
•Support of Administrative and Education Support Units with indirect assessment of student learning outcomes

Improve Student Learning

•Assessment Training Workshops/Seminars
•Assessment Support Services
•Framework for Feedback

Enhance Capacity for Improvement

•Maintenance of key assessment data
•Institution level assessment reporting
•Support of regional and specialized accreditation

Support Institutional Effectiveness

Figure 1. FAMU OUA Core Pillars

OUA Programs and Services

The OUA coordinates the annual assessment process for the University. On September 15th of each year, instructional programs and administrative and educational support units submit assessment reports for the previous cycle and plans for the upcoming cycle to OUA. To enhance the capacity for improvement in alignment a core function of OUA (i.e. enhance capacity for improvement), OUA staff provides a series of trainings, workshops and one-on-one sessions on best-practices in the assessment process throughout the academic year. Th goal of these sessions is to assist units in developing meaningful assessment plans that drive advancements which improve student learning and in turn influence institutional effectiveness.

Support

The Office also provides support to the Institutional Level Assessment Committee (ILAC) and the General Education Assessment Committee (GEAC). Select the following link to learn more about these committees http://www.famu.edu/index.cfm?Assessment&AboutAssessmentCommittees. Additionally, the OUA coordinates the administration of the Education Testing Service (ETS) Proficiency Profile test, a general education knowledge and skills test that is administered to incoming freshmen and graduating seniors each year at FAMU.

Survey Administration

The OUA works collaboratively with the Office of Institutional Research to conduct multiple surveys of students, faculty, and staff (i.e. Graduating Students Exit Survey, Faculty Survey of Student Engagement (FSSE), National Survey of Student Engagement (NSSE), Campus Climate Survey etc.). Many of these surveys allow FAMU to evaluate the quality and impact of programs and services in relation to the

University's mission and strategic initiatives. FAMU also employs national surveys (e.g. NSSE, FSSE) that allow the University to compare performance levels to those of peer and aspirational institutions.

Training

As an additional function, the OUA offers a set of survey services to programs and units across the University. The services include training on the institution's cloud-based platform for the deployment of surveys (i.e. Qualtrics), and support in developing, administering and analyzing survey data that have implications for institutional effectiveness. The Qualtrics survey platform is widely available to all faculty, staff and graduate students at the University. Select the following link to learn more about Qualtrics at FAMU www.famu.edu/qualtrics.

Additionally, the OUA provides training on Nuventive, the cloud-based platform for submission of assessment plans and reports. Assessment liaisons and individuals responsible for providing assessment information can access Nuventive using their Rattlerlink credentials. Nuventive can be accessed using this link: solutions.nuventive.com.

Process

Program/Unit Mission & Goals

All programs and units on campus should have a mission statement describing the purpose of the program/unit and guiding the program's/unit's actions. This statement should articulate overall goal(s), provide a sense of direction, and inform decision-making. The program/unit mission and goals should meet the following criteria:

➢ Clarity [Academic Programs] – the mission is clear, concise, and addresses teaching, research, and service.
➢ Clarity [Non-Academic Programs] – the mission is clear, concise, and address the unit's reason for existence.
➢ Alignment with the university mission – the program/unit mission clearly supports the University mission.

Additionally, the mission statement should have four limbs.

Figure 2. The four limbs of a mission statement

Goals typically address what the program/unit wants to accomplish. Goals are often accompanied by measurable outcomes/objectives which are assessed by establishing specific actions that will provide data that inform faculty, administrators, and other key stakeholders of the progress being made towards achieving the goal.

The mission and goals are stated within the assessment plan that is submitted by units. The mission and goals frame the specific assessment focus for units.

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Reporting Units

Instructional Programs. Instructional programs refer to academic programs housed within FAMU's Colleges/Schools at the certificate, undergraduate, graduate, doctoral and professional levels. These programs participate in the annual assessment process for the University.

Administrative & Educational Support Units. Administrative and Educational Support Units refer to those units housed within FAMU's divisions that support the teaching and learning process, and administrative functions of the University. These units participate in the annual assessment process for the University.

FAMU-STARS Assessment Approach

Assessment at FAMU follows the five-step FAMU-STARS assessment approach, where each letter in the acronym (STARS) represents a step in the assessment process. This is the approach used at the university to document the annual assessment process. Following is an overview of the FAMU-STARS assessment approach, which is graphically represented in Appendix A.

- Step 1: **S**tart with Strategic and Student Learning Outcomes/Program Outcomes/Objectives that are aligned to institutional Mission/Goals.
- Step 2: **T**arget performance levels that are aligned to appropriate measures.
- Step 3: **A**nalyze and review performance data.
- Step 4: **R**eflect on results in relation to outcome/objective.
- Step 5: **S**trengthen programs/services through continuous improvement.

The FAMU-STARS assessment approach is housed on a cloud-based platform that was designed to help manage the distribution of assessment planning templates and reporting. Steps 3-5 of the FAMU-STARS assessment approach are combined in the reporting tab and an overall reflection is included at the report level.

The overall reflection for the program/unit should address the following questions:
- What worked well over the course of the current assessment cycle? (Tell us your success story)
- What changes for improvement were made in the current assessment cycle that were tied to results and action plans from the previous assessment cycle? (Tell us how you are continuously improving)
- What needs improvement and what will be done to address areas of opportunity? (Summarize your action plans for improvement)

Assessment Planning - Step 1: Overview of Outcomes/Objectives

Outcomes. Outcomes are expectations as to what the program, unit, faculty, staff or students will be able to achieve or accomplish at the end of a learning experience or event. Regarding instructional programs, student learning outcomes (SLOs) address what students are expected to know, value and/or be able to do at the end of a learning experience or program. Where program level assessment is concerned, these outcome statements should be informed where appropriate by the following:

Discipline-related skill sets; Licensure/certification exams; Accreditation and or external accountability standards; or, Goals and objectives.

Each academic program should include at least **five outcomes** in their assessment plan (See Table 1). To align with the Board of Governors Academic Learning Compact, the following broad outcomes must be addressed in each undergraduate assessment plan: critical thinking, discipline specific content knowledge and communication skills. Programs with specialized accreditation are encouraged to assess the student learning outcomes (SLO) required by their accrediting body.

Table 1

Reporting Units and Assessment Requirements

Reporting Unit	Number of Outcomes/Objectives	Number of Measures
Instructional Programs	5*	2***
Administrative Units	3	2***
Educational Support Units	3**	2***
Certificate Programs	3	2***

*At least 3 outcomes must be student learning outcomes. **At least one outcome must be a student learning outcome. ***At least one measure must be a direct measure.*

Academic programs and departments should articulate the goals and outcomes of the program/department.

Each outcome should be stated in terms of expected results and/or describe qualities of student behaviors or products. These outcome statements should demonstrate the following:
- Be stated in terms of expected student behaviors/achievements
- Be measurable
- Be aggregate, focusing on the program as a whole rather than on individual courses
- Specify the skills, competencies or disposition that students should have acquired as a result of having completed the program of study.

Student learning outcomes should be structured to be effective and should represent attainable aspirations for the unit. The following are aspects of effective student learning outcomes (SLOs):

1. **Focus** on what students will know and be able to do. All disciplines have a body of core knowledge that students must learn to be successful as well as a core set of applications of that knowledge in professional settings.

2. **Describe** observable and measurable actions or behaviors.

When writing outcome statements, it is important to include the following three basic components.
- A verb that identifies the performance to be demonstrated.
- A learning outcome statement that specifies what learning will take place.

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> ➢ A broad statement reflecting the criterion or standard for acceptable performance.

Outcomes should be developed using the three domains (cognitive, psychomotor, and affective) of Bloom's Taxonomy as a guiding framework. Examples of SLOs using the three domains of Bloom's Taxonomy are:
> ➢ [Knowledge] – Students will be able to analyze a broad range of literary texts within the cultural, philosophical and historical context of English Literature.
> ➢ [Skill] – Students will demonstrate proficiency in the use of statistical software packages in the Social Sciences.
> ➢ [Value] – Students will display ethical, moral and legal behavior in the field of Educational Leadership.

A checklist is provided in Table 2 below that can be used to assess your outcome statement.

Table 2

Assessment Checklist for Outcome Statements

Outcome Statement	Met	
1. Does the outcome support the program objectives?	Y	N
2. Does the outcome describe what the program intends for students to know (cognitive), think (affective, attitudinal), or do (behavioral, performance)?	Y	N
3. Is the outcome important/worthwhile?	Y	N

4. Is the outcome:
  a. Detailed and specific?
  b. Measurable/identifiable?
  c. A result of learning?
	Y	N

5. Do you have or can you create an activity to enable students to learn the desired outcome?	Y	N
6. Can the outcome be used to make decisions on how to improve the program?	Y	N

There are five different outcome types that programs and units can incorporate in their annual assessment process. Following are the outcome types and their definition.

Student Learning Outcome: An outcome statement that clearly articulates the expected knowledge, skills, abilities, attitudes/disposition that students are expected to acquire and/or demonstrate by the end of a learning experience or degree program.

Performance Based Outcome: An outcome statement that articulates a targeted level of efficiency or effectiveness for student, program, or unit performance.

Operational Outcome: An outcome statement that focuses solely on the functions, resources, and methods of operations within a unit or the institution.

Research Outcome: An outcome statement that addresses exemplary research, the resolution of complex issues and impact on the scholarly productivity of the institution.

Community Service Outcome: An outcome statement that addresses meaningful public and community service at the local, state, national and international levels, to include the resolution of complex issues that will enhance humankind.

Research outcomes and community service outcomes are no longer required per SACS.

The following table provides a summary of the outcomes that must be reported for each program or unit during the assessment process.

Objectives. Objectives operationalize your goals. Similar to the term 'object', objectives are concrete. In practice, that means they are clearly outlined with timelines, budgets, and personnel needs.

Similar to outcomes, good process objectives outline: for who (population of interest); to do what (action); what you want to do or produce (activity/output); and, how many and for what (purpose/degree).

Objectives can also be developed using the SMART Model. Similarly, this model helps to ensure that the objective is specific, measurable, attainable, relevant and time-bound.

Example objectives:
➢ Increase enrollment of students from underprivileged groups in STEM areas from 2% to 5% by establishing three (3) new recruitment initiatives at minority institutions during the academic year 2012-2013
➢ Review and update an office procedures manual, with relevant and accurate procedural information by December 2020 and distributing to the university community

A few guiding questions for the development of objectives are:
➢ What does the unit do that impacts student learning and development?
➢ How well are you doing it?
➢ How does the unit monitor student/client satisfaction with services rendered?
➢ How does the unit measure overall success?
➢ How does the unit use assessment results to improve its services/functions?
➢ Do adjustments/changes make a difference?

Alignment of Outcomes/Objectives to Strategic Priorities. The outcomes and objectives that programs/units assess in the annual assessment process should be aligned with strategic priorities for the division and university. Within the cloud-based assessment system, all strategic priorities are pre-loaded to include the accreditation standards for programs with specialized accreditation. This allows programs/units to seamlessly align outcomes/objectives to strategic priorities and accreditation standards where appropriate.

Assessment Planning - Step 2: Assessment Measures

Measures. Several methods can be used to measure the outcomes/objectives of Academic Programs and Administrative and Educational Support Units at FAMU. The OUA requires **at minimum two measures** for each learning outcome/objective. Measures are divided into two broad groups (i.e. direct and indirect measures). Programs/units oftentimes use a combination of direct and indirect measures

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to assess outcomes/objectives. Indirect measures alone are not appropriate in measuring student learning. Best practices recommend the use of both direct and indirect measures in assessing outcomes/objectives.

Note: In instances where programs/units are using a normed measure or standardized test (i.e. direct measure), they may identify more than one subsection that matches the outcome. When doing so, it is recommended that they consider comparing FAMU student performance with the reference group (e.g., national mean score).

Table 3

Types of Measures, Definitions, and Examples

	Direct	Indirect
Definitions		
Instructional	Capture students' actual performance in a way that demonstrates that specific learning has taken place. Require students to produce work so that reviewers can assess how well students meet established expectations	Acquire evidence about how students feel about learning and their learning environment. Capture the extent or value of learning experiences as perceived by students or other stakeholders. Provide a less concrete view of student learning; for example, attitudes, perceptions, feelings, values, etc. Imply student learning by employing self-reported data and reports.
Administrative	Measurement strategy that require units to actively demonstrate achievement levels related to institutional and unit specific objectives.	Student or client perceptions of the effectiveness and efficiency of services rendered. Designed to collect findings about stakeholders' attitudes, perceptions, feelings, values, etc.
Examples		
Instructional	• Performance assessment for graduating seniors • Writing proficiency exams • Certification exams, licensure exams • Locally developed pre and post-tests • Portfolio evaluation	• Job placement • Employer surveys • Exit interviews • Departmental surveys • Focus group • Alumni surveys • Graduation/retention rate • Graduate school acceptance rate
Administrative	• Activity Record • Analysis of Work Order, Time on Task • Audit Report • Compliance Reports • Quantitative reports on accuracy and timeliness	• Point of Contact Survey • Questionnaire • Satisfaction Survey • Student Survey • Training/Workshop Feedback • Focus groups

Note: Grades alone do not provide sufficient feedback on students' performance. Grades represent the overall competency of students and do not identify strengths and weaknesses on specific learning outcomes.

Target Performance Levels (Benchmarking). Target performance level refers to the desired level of performance for direct and indirect measures. Performance levels should be set at an achievable, aspirational level at which the unit feels success can be accomplished. Target performance levels should not be set at the predicted or expected level of performance. It is encouraged that programs/units benchmark performance based on prior years' performance or national averages/performance where appropriate.   The following are examples of target performance levels that may be used to guide in structuring and developing your own target performance levels:

➢ 70% of students completing the program exit survey will indicate that they are satisfied / very satisfied with their ability to think critically.
➢ 85% of students will receive a score of 4 or above on a 5-point rubric designed to evaluate the capstone research project (i.e. environmental analysis).
➢ Increase the number of financial aid applications processed by the priority deadline (i.e. January, 1) by 5%.

Assessment Planning - Step 3: Analysis & Review of Results

Reporting the results of assessment activities begins the second phase of the assessment process, referred to as reporting. When collecting and analyzing assessment results, the following questions should be addressed:

➢ What were the results of data analysis for each measure?
➢ Did you meet your target performance level(s)? If yes, why? If not, why? If yes, do you need to stretch your target performance level(s)? If no, what do you need to do differently?
➢ Did any changes made based on the results of previous assessment cycles make a difference?

For each measure associated with the outcome/objective in the assessment plan, the summary of results should clearly identify if the results that were achieved.

When reporting results, programs/units should include the actual performance level in response to the target performance level for the associated measure. In general, the results of all assessment activities in alignment with the outcome/objective should be documented. Source evidence should also be uploaded in the University's cloud-based assessment system as attachments to provide evidence of assessment activities. As a general rule, a reviewer should be able to access the source data and come to a similar conclusion as summarized in the results.

Within the University's cloud-based system for assessment programs/units should also indicate whether they have met or not met the target performance level by selecting the appropriate legend. While met or not met is recorded, the quality of the assessment and what was learned is ultimately what is important (i.e., not meeting a benchmark is not a sign of failure, but an opportunity to explore that area for possible improvements). The quality rubric is utilized to provide feedback units (see Appendix B).

Assessment Planning - Step 4: Overall Reflection

Reflection provides the program or unit with an opportunity to contextualize the results of the reporting and begin to think about the effectiveness of the implemented assessment approach. As programs/units move through the assessment process, they may begin to change perspectives or obtain a deeper understanding while reflecting on the results. The overall reflection section of the assessment report is a place to record not just what was done, but also what was learned from the processes and results in the context of the program/department, and how these experiences and results will be used in the future.

The overall reflection should include statements that define the following questions:
➢ What worked well over the course of the current assessment cycle? (Tell us your success story)
➢ What changes for improvement were made in the current assessment cycle that were tied to results and action plans from the previous assessment cycle? (Tell us how you are continuously improving)
➢ What needs improvement and what will be done to address areas of opportunity? (Tell us your action plan for improvement)

Assessment Planning - Step 5: Improvement Narrative

Based on the results, the improvement narrative should describe desired and implemented improvements. The following questions should be addressed in the development of improvement narratives:
➢ How will results be used, and by whom to inform continuous improvement?
➢ If improvements are necessary, what must be done differently?
➢ What is the plan to achieve desired improvements? (Who will do what by when and how?)
➢ How will implemented changes be assessed?

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Appendix A. STARS Approach

Appendix B. Quality Rubric for FAMU-STARS Assessment Approach

Reporting Cycle	Criteria		(5) Highly Developed	(4) Developed	(3) Emerging	(2) Initial	(1) Insufficient	**(0) Unable to Review** Missing items will cause the plan to be issued a 0 rating and the plan will not be rated. *See Assessment Checklist
Plan	Goals/Objectives		Provides specific missions/goals that strongly support those of the University and are aligned to all applicable accreditation and accountability standards.	Provides specific missions/goals that support those of the University and are aligned to all applicable accreditation and accountability standards.	Provides specific missions/goals that moderately support those of the University and are aligned to applicable accreditation and accountability standards. Some clarification is needed.	Missions/goals are not specific and only minimally support those of the University and are loosely aligned to applicable accreditation and accountability standards.	Provides weak missions/goals in support of those of the University and/or are not aligned to applicable accreditation and accountability standards.	No goals/objectives.
	Standards & Outcomes (Strategic Linkages)		Strongly articulates logical connection(s) between the plan and Strategic Priorities of the University and any specialized accreditors.	Clearly articulates logical connection(s) between the plan and Strategic Priorities of the University and any specialized accreditors.	Articulates logical connection(s) between the plan and Strategic Priorities of the University, but connections may need minor clarifications or additions. Connections to specialized accreditors are present, but may need some minor clarification or additions.	Articulates logical connection(s) between the plan and Strategic Priorities of the University, but connections are weak. Connections to specialized accreditors are weak.	Fails to articulate clear connection(s) between the plan and Strategic Priorities of the University. Connections to specialized accreditors are missing.	The appropriate number of linkages are not present. Strategic linkages are not present.
	Assessment Measures	Assessment Measure	Assessment Measures are appropriate for the assessment type. A variety of measures are chosen and are appropriate for the outcomes/objectives.	Assessment Measures are appropriate for the assessment type. Some variety of measures exists.	Most Assessment Measures are appropriate for the assessment type. No variety of measurement types exist.	Some Assessment Measures are appropriate for the assessment type. No variety of measurement types exist.	Assessment Measures are not appropriate for the assessment type. No variety of measurement types exist.	The outcomes/objectives do not have two measures or at least one of the outcomes/objectives is not a direct measure.
		Criterion	The Criterion are valid, reliable and are likely to lead to actionable results. All targeted levels of performance are appropriate to the related outcomes/objectives and are clearly stated, measureable, and time-bound. The following are addressed: multiple raters, inter-rater reliability, description of instrument/rubric being used, description of how a sample (if used) will be determined (percentages, randomized, etc.) Repeat assessments are used only if appropriate. Grades as outcomes are not used.	The Criterion are valid, reliable and are likely to lead to actionable results. All targeted levels of performance are appropriate to the related outcomes/objectives and are clearly stated, measureable, and time-bound. Repeat assessments are used only if appropriate. Grades as outcomes are not used.	The Criterion are valid and reliable, but may need clarification in order to lead to actionable results. Most targeted levels of performance are appropriate to the related outcomes/objectives and are clearly stated, measureable, and time-bound. Some repeat assessments are used. Some grades as outcomes are used.	Only some of the Criterion are valid and reliable and/or may be unlikely to lead to actionable results. Some targeted levels of performance are inappropriate to the related outcomes/objectives and/or are not clearly stated, measureable, and time-bound. Repeat assessments are used frequently. Grades as outcomes are used frequently.	The Criterion are not valid, reliable and are unlikely to lead to actionable results. Targeted levels of performance are not appropriate to the related outcomes/objectives and/or are not clearly stated, measureable, and time-bound. Repeat assessments may be used frequently. Grades as outcomes are primarily used.	The criterion is a repeat of the previous year without justification.
	Attachments		The attachments that are provided make it clear what instruments will be used; how they will be used; and how they will be reported.	The attachments that are provided make it clear what instruments will be used; how they will be used; and how they will be reported.	Attachments are provided, but some clarification is needed to understand how they will be used; how they will be reported.	Some attachments are provided, considerable clarification is needed to understand how they will be used; how they will be reported.	Attachments that are provided are not relevant to the assessment.	No attachments are provided.

Reporting Cycle	Criteria		(5) Highly Developed	(4) Developed	(3) Emerging	(2) Initial	(1) Insufficient	(0) Unable to Review — Missing items will cause the report to be issued a 0 rating and the report will not be rated. *See Assessment Checklist
Report	Assessment Measures	Summary	Overall statements of findings are provided, including: number of students in the population; number (percentage) of students in the sample; number of students in corresponding sections of the rubric. Sufficient evidence is provided to determine if criteria for success were met or unmet.	Overall statements of findings are provided. Sufficient evidence is provided to determine if criteria for success were met or unmet.	Overall statements of findings are provided. Sufficient evidence is provided to determine if criteria for success were met or unmet, but some clarification is required.	Overall statements of findings are marginally appropriate. It is clear that an assessment was conducted, but evidence needs to be significantly clarified.	Overall statements of findings are vague. Insufficient evidence is provided to determine if criteria for success were met or unmet.	No summary is provided or the summary doesn't match the measure.
		Improvement Narratives	Results of changes made based on results of previous assessment cycle are clearly articulated. A synthesis of the changes indicates that changes made improved student learning and the outcomes of the program.	Results of changes made based on results of previous assessment cycle are clearly articulated.	Results of changes made based on results of previous assessment cycle are articulated, but some clarification is needed.	Results of changes made based on results of previous assessment cycle are weakly articulated.	Results of changes made based on results of previous assessment cycle are not articulated.	No narrative is provided or states that no improvements are needed without justification.
	Overall Reflection		Addresses each criteria (all unmet and met) and provides an action plan to be utilized in the next assessment cycle. Each planned action appears feasible and includes realistic implementation timelines. Identifies resources available for the implementation of new approaches. Plan specifies the who, when, and how. The reflection clearly synthesizes what the assessment has assisted in accomplishing for the previous cycle and how that informed assessment for the next cycle.	Addresses each criteria (all unmet and some met) and provides an action plan to be utilized in the next assessment cycle. Each planned action appears feasible and includes realistic implementation timelines. Identifies resources available for the implementation of new approaches. Plan specifies the who, when, and how.	Addresses each criteria (all unmet) and provides an action plan to be utilized in the next assessment cycle. Most planned actions appear feasible and include a realistic implementation timeline. Plan specifies the who, when, and how, but some clarification may be needed.	Addresses each criteria (all unmet) and provides an action plan to be utilized in the next assessment cycle. Most planned actions appear feasible and include a realistic implementation timeline. The who, when and how are vague and require additional specifics.	Addresses each criteria (all unmet) and provides an action plan to be utilized in the next assessment cycle. Planned actions appear unfeasible and/or contain an unrealistic implementation timeline. The who, when and how are not present or are vague.	No reflection is provided or provides no insight on what might be improved in the future.
	Attachments		The attachments that are provided make it clear what instruments were used; how they were used; and how the data were gathered and utilized.		Attachments are provided, but some clarification is needed to understand how they were used; how the data were gathered and reported.	Some attachments are provided, considerable clarification is needed to understand how they were used; how the data were gathered and reported.	Attachments that are provided are not relevant to the assessment.	No attachments are provided.