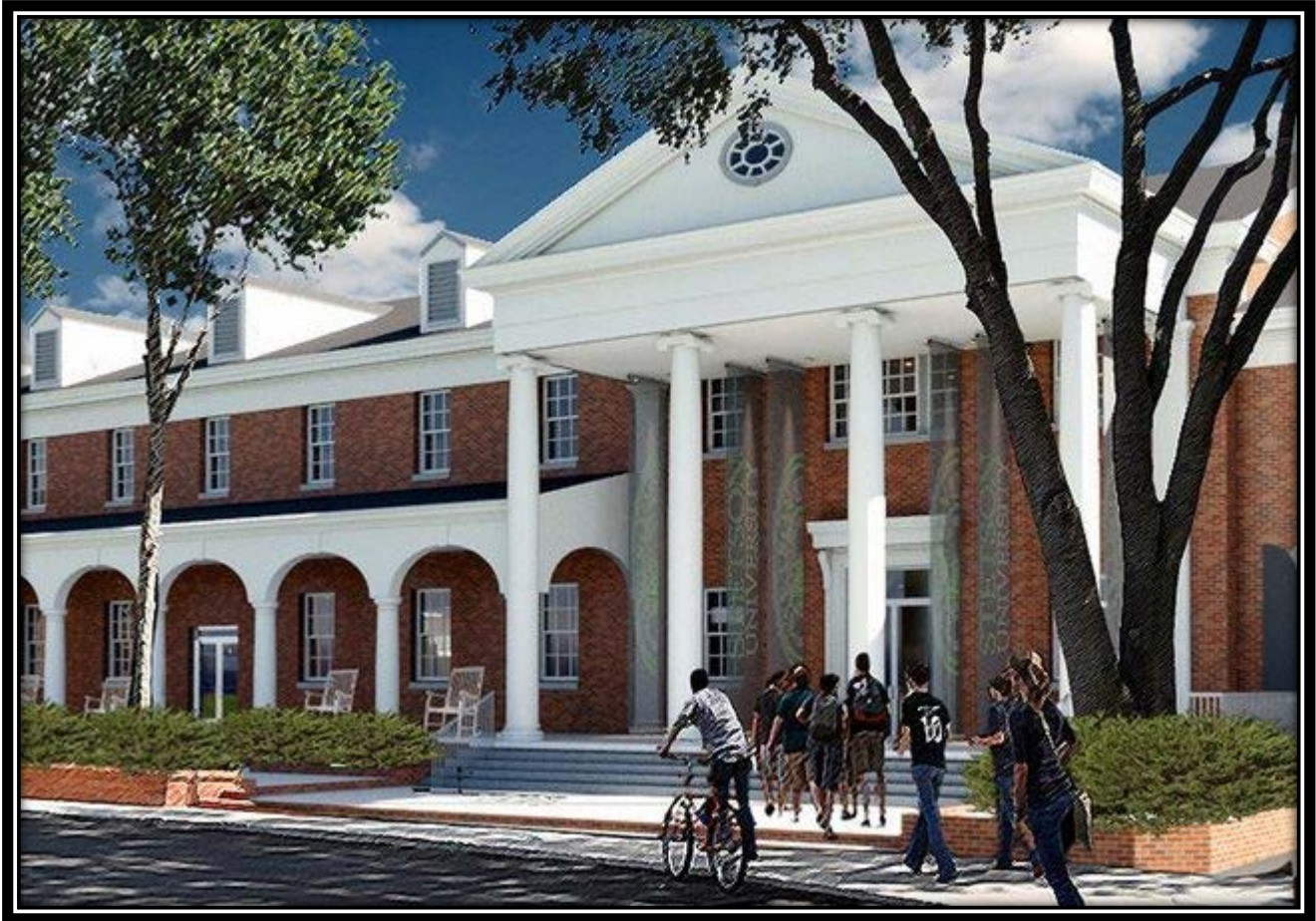


STETSON UNIVERSITY



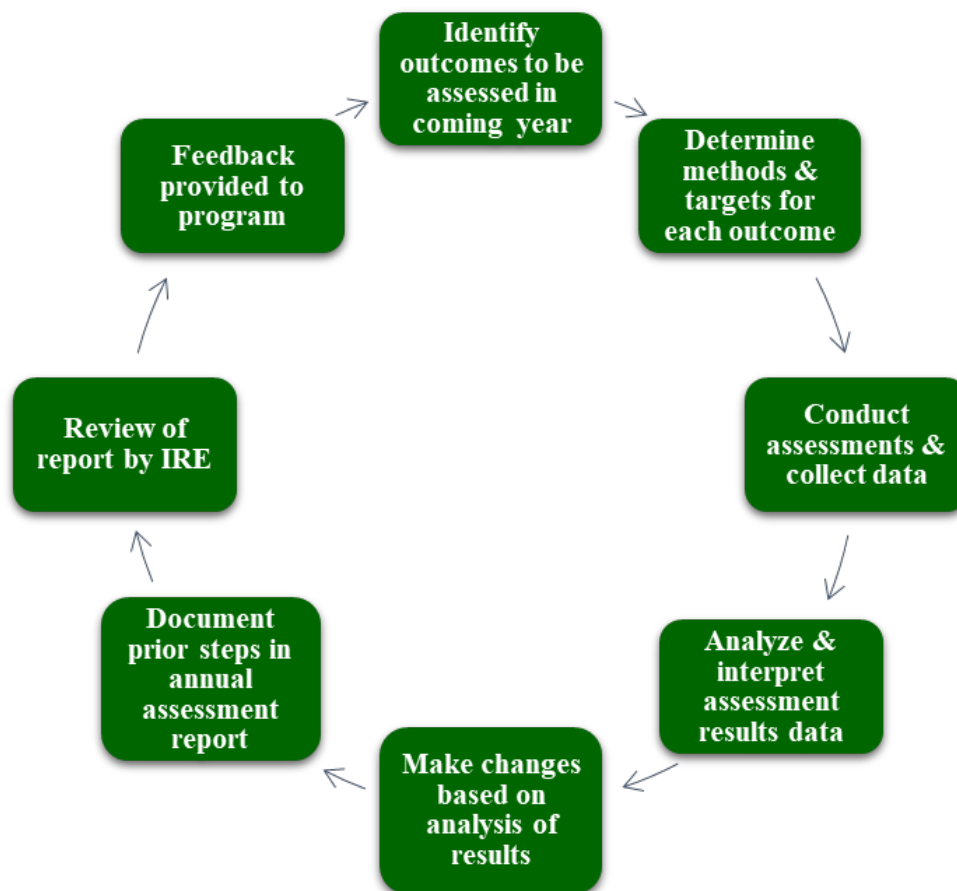
ASSESSMENT OF NON-INSTRUCTIONAL UNITS ANNUAL REPORT

INSTITUTIONAL RESEARCH & EFFECTIVENESS
FEBRUARY 2021

Assessment Overview

Assessment of administrative and student support services at Stetson is rooted in our mission and values and the focus areas they include. Institutional Research & Effectiveness (IRE) is responsible for oversight of assessment of educational units and administrative units at Stetson. In this capacity, IRE oversees collection of assessment documentation and provides administrative and support units with templates, guidance, and consultation. To facilitate consistent collection of assessment data, IRE maintains an annual assessment process comprised of two parts: an assessment plan and an assessment report.

Templates for the assessment report, assessment plan, an assessment calendar, and a Non-Instructional Assessment Guide are available on the IRE Assessment [website](#). The process, as shown in the figure below, applies to all administrative and student support services, regardless of location.



OVERALL IMPROVEMENT

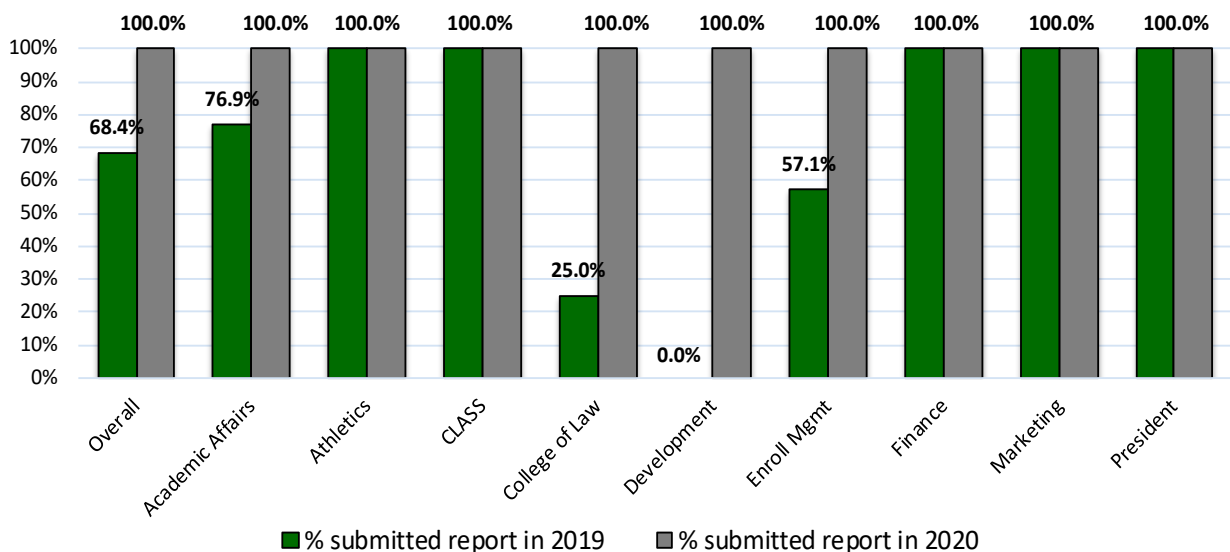
The 2020 assessment collection cycle demonstrated a slight improvement in participation in the assessment process across all divisions compared to the prior year. All eligible units submitted assessment reports in 2020; a small number of units were deemed ineligible due to revision/development of outcomes or personnel change during the assessment report year that precluded effective reporting. The 2020 report cycle (100% of reports submitted) yielded substantial gains over the 68% of eligible units who submitted reports in 2019.

2020 Assessment Cycle Submission Summary

	Number eligible to submit report in 2020	Number submitted report in 2020	Percent submitted report in 2020	Number eligible to submit plan in 2020	Number submitted plan in 2020	Percent submitted plan in 2020
Overall	60	60	100.0%	63	63	100.0%
Academic Affairs	12	12	100.0%	16	16	100.0%
Athletics	1	1	100.0%	1	1	100.0%
CLASS	13	13	100.0%	13	13	100.0%
College of Law	17	17	100.0%	18	18	100.0%
Development	1	1	100.0%	1	1	100.0%
Enroll Management	8	8	100.0%	8	8	100.0%
Finance	5	5	100.0%	4	4	100.0%
Marketing	2	2	100.0%	2	2	100.0%
President	1	1	100.0%	0	0	N/A

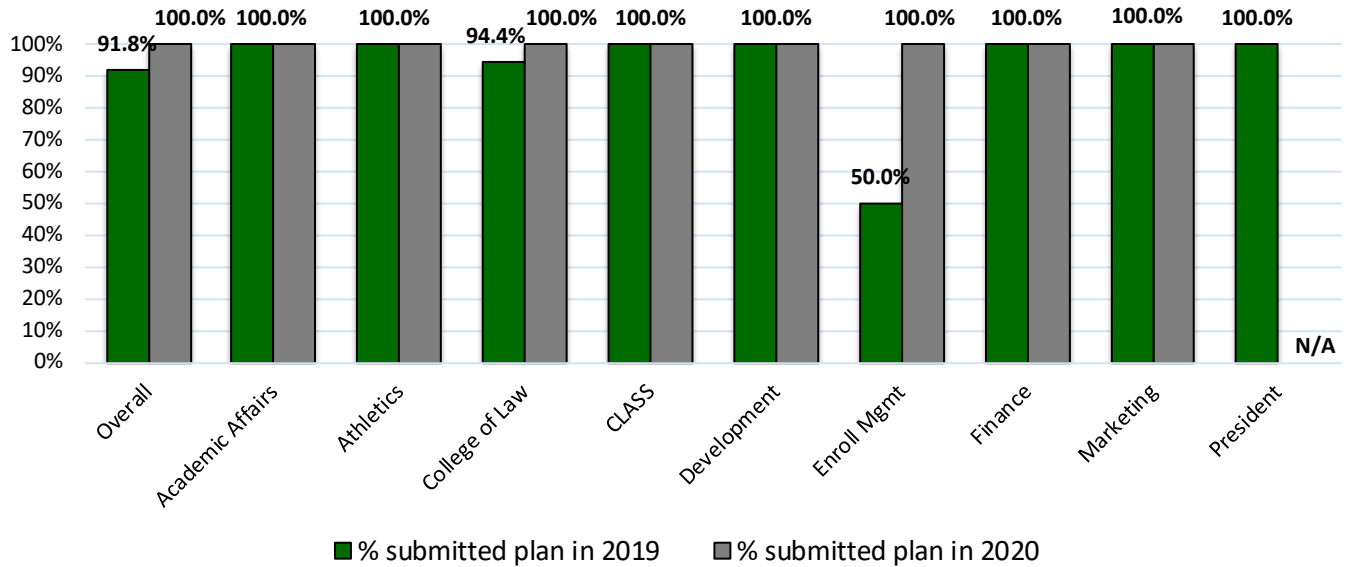
The chart below shows the submission of assessment reports overall, as well as by division, in the 2020 assessment cycle, as compared to the prior cycle in 2019.

**Assessment Report Submission:
2019 Compared to 2020**



As shown in the chart below, 100% of eligible units (63 of 63) submitted assessment plans in 2020. This represents a gain over the percent of assessment plans submitted in the prior 2019 assessment cycle.

Assessment Plan Submission: 2019 Compared to 2020



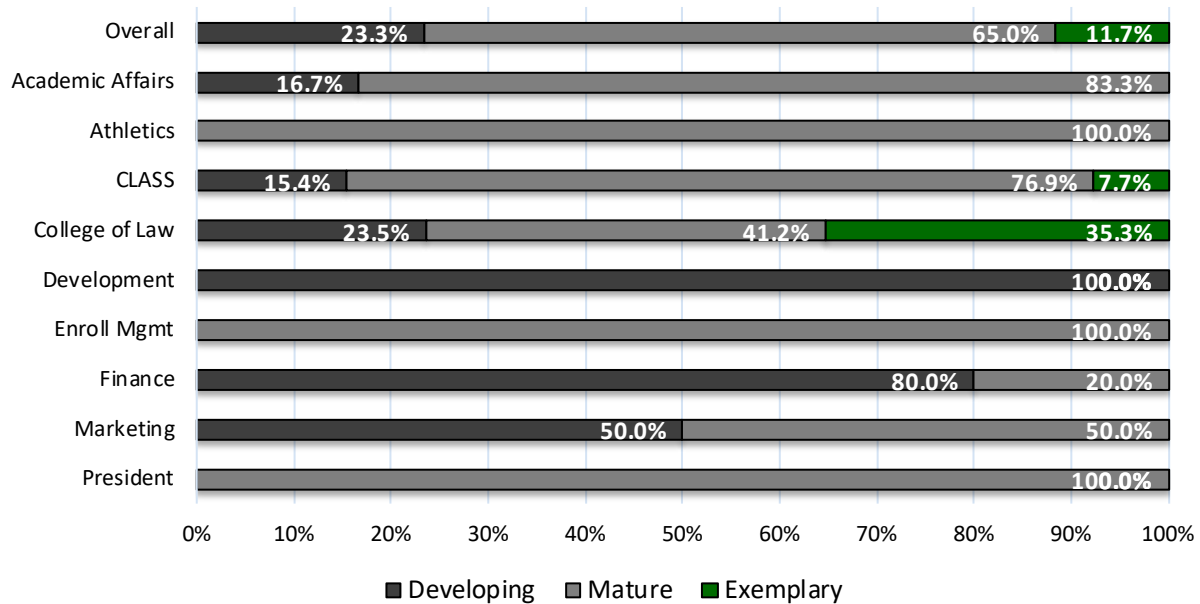
Although participation is critical, so too is ensuring units are assessing outcomes appropriately. To evaluate the overall maturity of unit-level assessment, a review of each assessment report and plan received was conducted by Institutional Research and Effectiveness. Review rubrics were developed and used to evaluate the overall maturity of assessment reports and plans (see Appendix A).

The assessment report rubric evaluated each report on seven metrics: goal identification, definition of goal target, assessment methods, results, achievement of target, discussion of results, and use of results for improvement. Assessment plans were evaluated on four metrics: goal identification, rationale for goal, assessment methods, and defined data sources. Each of these elements was evaluated on a 3-point rubric scale, with Developing = 1, Mature = 2, and Exemplary = 3.

From these individual element scores, an average overall assessment score for the document, ranging from 0 to 3, was calculated representing the overall assessment maturity of the submission. Overall scores of 2.5 or higher were categorized as exemplary, scores of 2.0 to 2.49 were considered mature, and scores below 2.0 were deemed developing.

Distribution of reports submitted in the 2020 assessment cycle by overall assessment maturity level category are shown below.

Evaluation of Reports: 2020 Assessment Cycle



As formal revisions to the assessment process were implemented in 2018 to make the process more consistent across units, for many units reporting via the revised assessment report and plan form templates is still a relatively new process. At most, the documents submitted in 2020 and evaluated here reflect the second submission of assessment reports for a unit using this new format. Thus, it is not expected that all units would demonstrate high levels of assessment maturity in their reports at this point in time. Although the majority of units were found to be mature or developing, several units submitted exemplary assessment reports.

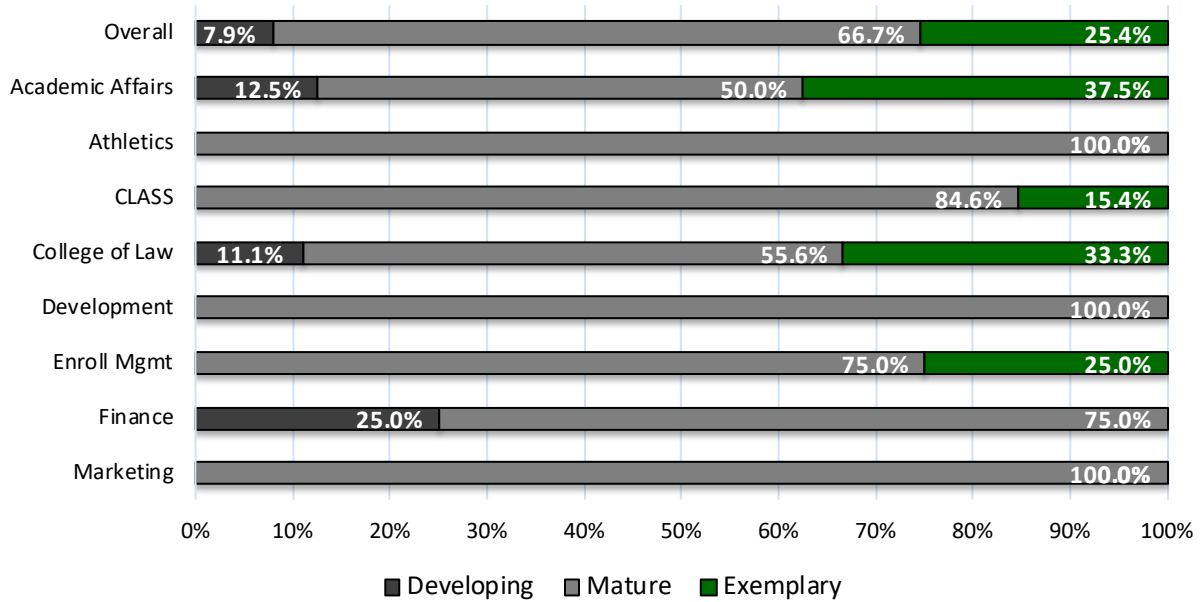
Given the detailed IRE submission review process implemented this year, which identifies specific aspects of assessment in need of improvement and provides targeted comments to units on how to improve their processes, we anticipate more robust assessment reports in the next cycle.

As this is the first year the 3-point rubric reviews were used for evaluation, there is no maturity comparison data to the prior year. The data shown here for the reports and plans collected in 2020 will serve as baseline data for future comparison. Reports and plans received in 2021 will be evaluated using the same rubrics and compared to the 2020 scores to examine the extent of improvements made in assessment maturity over the coming year.

Although a number of units struggled with their assessment reports, many fared better in defining their assessment plans for 2020-21, with a number of units submitting exemplary plan documents. Given the high-quality of the plans submitted, we expect to see a higher percentage of reports submitted next year in the mature or exemplary categories.

Distribution of plans submitted in the 2020 assessment cycle by overall assessment maturity level category are shown below.

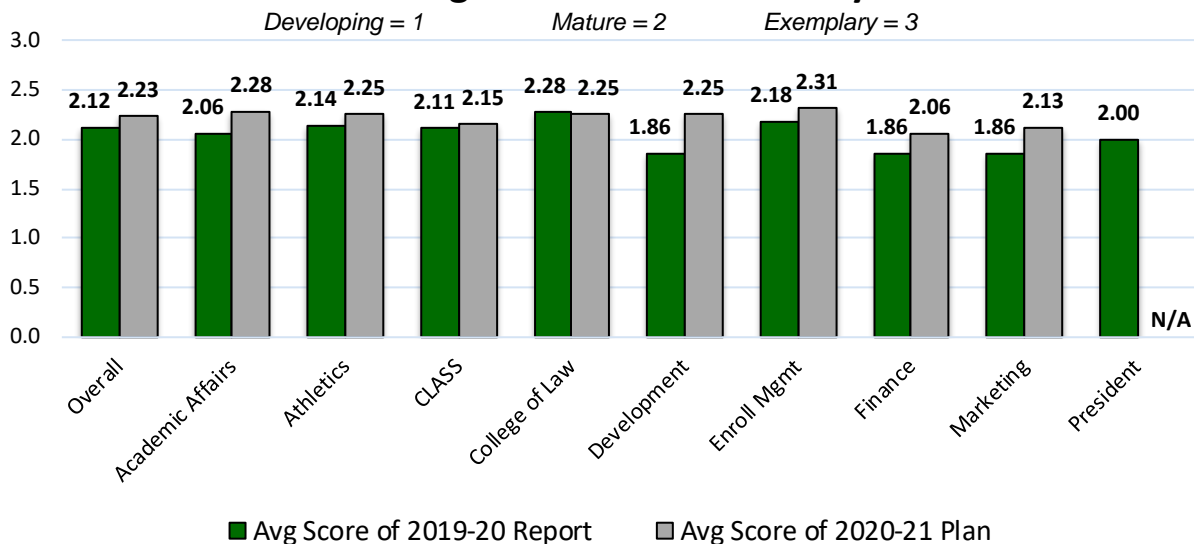
Evaluation of Plans: 2020 Assessment Cycle



As noted earlier, each assessment report and plan were given an overall assessment maturity score on a scale of 1 to 3, with 1 representing a developing assessment maturity level and 3 representing an exemplary assessment maturity level. Average assessment maturity scores are shown below by division.

An average score of 2.0 or higher indicates that the majority of units within the division were found to demonstrate assessment maturity levels of mature or exemplary. Divisions with an average score below 2.0 indicate that a number of units within that division demonstrated developing levels of assessment maturity.

Evaluation of Non-Instructional Assessment Reports & Plans: Average Assessment Maturity Score



EXAMPLES OF IMPROVEMENTS MADE OR PLANNED AS A RESULT OF 2020 ASSESSMENT CYCLE FINDINGS

In addition to evaluating the overall quality of assessment, IRE also extracted and categorized examples of changes that demonstrated effective use of assessment data to support improvement. Eight category codes, shown below, were used to organize the reported unit improvements.

Codes for Changes Made by Non-Instructional Units			
1 Revised service	3 New policy	5 Assessment method	7 Development/training
2 Revised process	4 New process	6 Assessment criteria	8 Other

1-Revised service (25% of reports)

Academic Affairs

- [As a result of assessment findings] we will now focus on effective methods to present this [library resource] information virtually. We believe that the targeted faculty are more informed about library services and resources as intended – which, in turn, should lead to more effective communication to students about resources that can support their learning. [duPont-Ball Library]
- Implemented better outreach techniques, reached out to specific JSEM faculty to recruit their attendance, and began a subtle marketing campaign designed to draw larger numbers of JSEM faculty. In addition, I shared very widely a set of Stetson JSEM-specific resources and established a Teams group to which all JSEM faculty have access. [Core Learning]
- Expand fully online offerings to include MA programs (i.e. MBA), this is an important tool for incoming ADULT learners who may not have had any exposure to learning management systems, unlike the majority of our incoming freshman. [OOLET]

Campus Life and Student Success

- We made specific changes within the department as result of the information we learned during the feedback provided within the tabling and security orientations to improve our ability to protect the campus, property and most importantly, our faculty, staff, students and visitors. For example, during our patrols of the campus, items such as bicycles when left unattended and unsecured were removed by members of the department and placed in the property room for safe-keeping purposes. Similarly, whenever items were found unattended on campus such as PED's we secured them and took them back to the department of Public Safety and made every effort to locate the owners to unite them with their property. This reduced the number of thefts for items left unattended and/or unsecured. [Public Safety]
- We will be working closely with particularly graduates in the sciences to improve these outcomes, having identified bachelor of science degree recipients as the most underperforming group. [Career & Professional Development]

- With the transition to virtual learning, we are working with our community partners to identify virtual community engagement opportunities for students. [Community Engagement]
- Because the retention rate increased we are going to continue to look for ways to expand the WISE Program in order to reach more students. [Diversity & Inclusion]
- All student training will strategically move from Kognito At Risk to EverFi. Continuing advocacy to elevate Kognito At Risk for Faculty and Staff to required/mandated campus-wide. [Student Counseling Services]
- Title IX will collaborate with Fraternity and Sorority Involvement to make programming available, explore additional opportunities for virtual awareness events, and identify how to re-ignite the efforts of PACT and SASA. [Title IX]
- Creation of Try, Fail, Thrive campaign to address resiliency and self-exploration. This will include a monthly Failure Friday Lunch and Learn that spotlights different community members and their experience with failure and resiliency. [Wellness & Recreation]

College of Law

- The master list we developed will be useful in underpinning other initiatives, and it is our intention to build a newsletter, expand our advisory board, create subgroups, and to generally begin to market more efficiently. [Career and Professional Development]
- The information gathered will be helpful for the continuation of enhancements to the Law Library's collection and facility. The results will be utilized to continue with the Law Library modernization process. Two surveys will be deployed (one for students and one for staff) during the spring term to assess the library services further. [Law Library]

Enrollment Management

- The results will be used to help plan what we do for the up and coming year. This will allow us to reach more students globally however, the show rate of virtual events tends to fluctuate. One change is following post events to check in on our students and their guests. To make sure that they got all questions answered and to keep top of mind. [Campus Visitation]
- The Office of Graduate Admissions is going to market the MBA further away from the Deland campus by registering for some graduate fairs at schools that we previously did not attend in the State of Florida or online due to the prior need to live local to attend classes face to face. By engaging with a greater amount of students outside Central Florida, we are hoping to increase the number of deposits into the MBA program. [Graduate, Transfer, and Adult Population]
- Beginning in 2020-21, it is recommended that the One Stop leadership begin monthly meetings to review One Stop services. [Student Financial Planning]

2-Revised process (37% of reports)

Academic Affairs

- Although the target was met, analysis indicated that users desired an automated email acknowledgement. As a result, the automatic email receipt notification was enabled. This system automatically notifies submitters that their submission was successful. [CAS Dean's Office]
- We more quickly assess and set aside faculty and staff grant prospects that appear not to align with institutional priorities or beyond the capacity for the institution to support. [Grants, Sponsored Research & Strategic Initiatives]
- Along with exceeding the target for new and updated research guides, librarians created a *Best Practices* document for creating and updating guides – then participating in peer-review for feedback. These additions and updates strengthened our ability to provide high-quality information literacy support – especially important in the COVID-19-related online environment. [duPont-Ball Library]
- As we consolidated planning for this new [Health Sciences] building with remodeling of Sage Hall, the project became more complicated. Considerations of parking availability and requirements also slowed planning. Art Lidsky's review, together with revitalized committee leadership, should move the project forward. We want the right building, not the fast building. [President's Office]
- Based on review of the institutional survey cycle findings and analyses, IRE and CLaSS are in the process of developing an in-house student survey to replace frequent participation in national surveys. [Institutional Research & Effectiveness]
- We used this review to help inform our intra office workflow but found that our discoveries were useful for inter office work when COVID hit in March. We were able to quickly move all work onto Teams within our division and begin new projects with it too. [Faculty Engagement]
- Based on the findings and guidance provided within the Business Process Review, the Registrar's Office is taking steps to automate the transfer evaluation process, through the implementation of the BANNER Transfer Module. As this is a substantial undertaking, full implementation of the transfer module is one of the department's goals for the 2020-21 year. [Registrar's Office]

Athletics

- The results were evaluated with a focus on the impact of growing rosters sizes by over 10% during a pandemic period and to determine if the increased rosters are a viable option. Further study regarding the financial impact of growing athletic rosters will be conducted in 2020-21. [Intercollegiate Athletics]

Campus Life and Student Success

- During AY20-21, we are going to implement a different way of surveying our students to see if we can get a greater “n” and a more accurate percentage of those completing internships prior to graduation. [Career & Professional Development]
- Focusing on hearing officer professional development this year which I hope will also help with case turnaround time. Director of Community Standards will also be spending more individual time with each hearing officer, already having implanted one on one meetings with hearing officers. [Community Standards]

College of Law

- Some of the work this year (such as eblasts) to drive national presence was new and previously untested. We will continue to test and analyze to determine the optimum medium. [Communications]
- Finalized a new 3+3 and 4+3 Direct Admission Agreement with the University of South Florida Honors Program. The revised agreement creates a stronger alliance between the COL and USF partners and makes clear the incentives to students who want to pursue the direct admissions programs. In addition to creating a stronger partnership with USF Tampa, the agreement will also allow us to strengthen our inroads with USF St. Pete and USF Sarasota-Manatee honors programs. [Admissions and Student Financial Planning]

Enrollment Management

- Next year greater focus will be on the schools where we had success and limiting time in areas where we struggled to gain traction. [Hillel]
- Currently there are about 10 different reports, instead of having a individual report for each section of campus visits, we are now able to streamline everything into one report. Which will allow for consistency in reporting and allow everyone to know where to go to see the report. [Campus Visitation]
- We changed some internal process and forms to ensure going forward students & import sourcing would not be missed. This sourcing has been important now because we are able to track first source leads and if they are student initiated or not, helping us understand if a vendor contract is pulling its weight in giving us productive leads or not. [Operations and Communications]
- We will work next year on expanding the communications to these [transfer] students. We need to build reports to evaluate opens and clicks to help us gauge the effectiveness of these campaigns. [Operations and Communications]
- We used the results of Goal 2 to increase the speed with which students were admitted for Fall 2021. [Undergraduate Admissions]

Finance

- The results of the work order analysis were used to improve preventative maintenance processes and procedures. [Facilities Management]

- Electronic forms speed the process of hiring and minimizes the risk of incorrect or missed payments. Results identified a need for a stronger approval track to replace email approvals. [Budget Office]
- Improvement in automated process for file transfer which removes risk of human error. [Finance]

University Marketing

- We used the survey results and web analytics to institute a series of changes in how Stetson Today delivered information. This was instituted with announcements of campus initiatives, events, etc., being pushed each morning, Tue-Fri., before 7 a.m. in an automated email to students, faculty and staff at the DeLand campus and Stetson Today articles and stories going out on Monday of each week in an automated email before 7 a.m. to students, faculty and staff at the DeLand campus. [Communications]

3-New policy/Policy documentation (10% of reports)

Campus Life and Student Success

- As both of the manuals were being written, the specific gap noted was that there were not clear guidelines and expectations for Student organization advisors and that the advising needs of organizations vary by organizational type. The department also created an advisor manual as part of the student organization manual and will be moving forward with some categorization work for student organizations in the coming academic year to better target support. [Student Development & Campus Vibrancy]

College of Law

- A Public Safety Rules and Regulations Guide was published to provide a quick reference overview of our mission, vision statement, core values, and to set forth rules of personal and professional conduct. Ten new directives were published to aid the officers with their day to day responsibilities. [Public Safety]
- The specific changes that will be implemented include accountability by all department members to create the procedures for the document. Additionally, the Registrar will create a standardized form in which the procedures will be documented to ensure capture of all steps. [Registrar's Office]

Enrollment Management

- The Graduate, Transfer, and Adult Population team will be able to focus on creating more documents to help streamline the process for the re-entry and non-degree seeking processes. After creating these documents, the team will be able to share the information more broadly with the Enrollment Management Division and Stetson community. [Graduate, Transfer, and Adult Population]

Finance

- A project management protocol of processes and procedures was established within the unit. [Facilities Management]

4- New process/program (12% of reports)

Academic Affairs

- By utilizing several faculty outreach strategies, I have increased awareness among faculty about Research & External Scholarships work on campus. This has opened up more opportunities for collaboration and led to an increase in faculty referring students for scholarship advising and recommending additional scholarship opportunities. [Research & External Scholarships]

College of Law

- The College and university hired an Interim Director of DAR. Together with the remaining DAR staff, the staff pivoted and created a new program designed to capture funding for law students critically in need. A number of these newly augmented fundraising strategies will be incorporated into future efforts to increase the annual alumni giving participation rate. [Development & Alumni Relations]
- The Omnigo report writing system was put into place and officers were trained. In addition to incident reports, the officers now maintain their daily activity logs in the system. [Public Safety]

Development & Alumni Engagement

- We began implementing Tableau in FY20, so we can visualize our data, look at what might not have been obvious to us before, and use the data to make decisions about fundraising strategies. [Development & Alumni Engagement]

Enrollment Management

- After we launched on September 1, we implemented a communication flow driving applicants to the portal to check the status of their application and engage with the portal. This year, we would like to get a portal up for our graduate students as this is just for undergraduate students. [Operations and Communications]
- Beginning in the 20-21 academic year, Pell reconciliation documentation must be provided to the Director for review and signoff within 5 days of the end of each monthly cycle. The staff person handling Pell reconciliation is aware of the new requirement. We will use the results of the 2019-20 audit to determine if the specific citings from 2018-2019 have been rectified or new citings have occurred. [Student Financial Planning]

University Marketing

- We created a new outreach program, The Stetson Promise and rolled that program out in the fall of 2019 to incoming students. The result was nearly 380 of the 800 FTIC students enrolling in 2019 signed up for the Promise. [Creative Services]

5-Change in assessment method (10% of reports)

Academic Affairs

- Modifications to assessment method: We will show the number of faculty who we support in multiple proposal submissions. Also, we will include the number of faculty whose grants were deferred and the dollar amounts those deferred grants represent, to better account for the time and effort invested in those proposals that did not go forward. [Grants, Sponsored Research & Strategic Initiatives]

Campus Life and Student Success

- While we do not yet know the results, we are excited that Career and Professional Development will be incorporating reflection/narrative questions into the Advising Career 201 and 202 labs and use the same rubric to build the questions and assess the responses. This will provide some progressive assessment to show students' progress and development in telling their stories. Many partners are interested in this project and the potential to extend beyond the first two years. [Academic Success]
- We will assess artifacts from Advising 102, hopefully in the fall, and use the rubric to assess spring 2020 artifacts as well to build enough of a baseline to assess the effectiveness of the 102 narrative questions. [Academic Success]
- We have had to move all of our trainings to a virtual format, so we are adjusting our assessment with the shift in training format. We are also in the process of hiring a Coordinator for Training and Development, who will be able to put systems in place to better assess the impact of our training. [Diversity & Inclusion]
- Title IX and PACT need to incorporate the information available with virtual events to identify how to obtain data and feedback. Title IX will also consider data from the 2020 Campus Climate Survey to identify any areas for improvement. [Title IX]

College of Law

- We will continue to use the survey to collect assessment details at the beginning of each semester and ... we will continue to follow-up with individual contact with faculty to confirm the survey results are accurate as the semester moves forward. [Faculty Support]

6-Change in assessment criteria (3% of reports)

Campus Life and Student Success

- Change the future reflection question and either elaborate on the obstacles question or provide examples of what future obstacles might be. [Community Standards]

7-Development or training (25% of reports)

Academic Affairs

- This early opportunity to identify and work with new faculty has helped to prepare our new faculty regarding the use of our Blackboard and the various services OOLET provides the community. [OOLET]
- These results represent the dissemination of basic information about external scholarships. Additional support is needed as students decide to move forward with the application process. I began planning a bootcamp (anticipated for the Spring 2021 semester) that will help to fill the gap between initial interest and application submission. [Research & External Scholarships]
- We had hoped for larger attendance at the Acirema Part II event. We are planning to run the program again in the upcoming year, but will increase marketing efforts. We also plan to incorporate faculty and staff in the development of the program, as this will increase its visibility and make the content even stronger. [WORLD]
- After the pilot, one of the peer tutors suggested that we extend the workshops to eight or ten weeks to provide additional support for writing articles to publish in academic journals. Although this pilot only focused on designing a research project and conducting research, it was clear that the peer researchers were invigorated by their projects and need additional support to write proposals for academic conferences and/or publishing articles. It is a future goal to create workshops and writing groups to support the peer researchers to publish their research. [Writing Center]

Campus Life and Student Success

- As a result of working on goal 2, we were able spend a great deal of time and energy with our Building Coordinators to include extra training for them specifically in their roles. We updated our CEMP for the policy group and EMT members and collapsed some areas in the interests of clarity. We have modified our FEMA training for all members of the EMT and policy group. And, we have improved messaging/ communicating with our campus community on emergency management related topics. [Public Safety]
- The results will be added to information on the campus climate survey to identify how to move forward with programming for the University community. For AY20-21, we will move to a system where Title IX training through EverFi occurs with new employees as part of their onboarding but existing employees alternate by year with the Diversity and Inclusion training (20/21 = Diversity & Inclusion for all, 21/22 = Title IX for all). [Title IX]
- Given the need for hybrid training in fall 2020 we will utilize this information to design, implement, and assess new training that focuses on student employee confidence and self-efficacy in a constantly changing environment. [Wellness & Recreation]

College of Law

- Academic success workshops for 1L were updated, ASBP staff partnered with student organizations, and other efforts to provide support to students while enrolled. In addition, efforts were made to bolster the offerings and services provided in the post-graduation bar preparation program, including expanding the bar exam essay grading component. [Academic Success and Bar Preparation Services]
- If funding is made available for a full subscription of the Assignment Feature moving forward, it will be incorporated into the course, as the trial use was reported as useful by the course instructors. [Academic Success and Bar Preparation Services]
- The success of this event allowed us to re-invigorate our pipeline partnership with FAMU and the Pre-Law Scholars Program. We doubled the number of FAMU prospects in 2020 and saw a % increase in the number of FAMU applicants in 2020. [Admissions and Student Financial Planning]
- We are developing new training concepts for remote and virtual work and interviews/selection tools and reviving our Resident at Law program. [Career and Professional Development]
- As we look to increase the visibility and access to our leadership programs, the opportunity for diverse discourse is essential. Student Affairs will be looking at creating new ways of integration to student leadership training. [Student Affairs]

Enrollment Management

- We will be using these results to continue to create new on-going training opportunities for staff. These new training will breakdown individual programs more than focusing on a larger area so that staff begin to know more details then just high level overviews. [Graduate, Transfer, and Adult Population]

Finance

- The university-wide systems [review] helped with the creation of uniform training and increased collaboration among peers from different campuses. [Information Technology]

8-Other (8% of reports)

Academic Affairs

- As the QEP efforts move forward, materials from the integrative learning pilot will be available for the QEP implementation team. [Core Learning]
- One of the biggest things we learned last year is that we cannot rely on space in the CUB. The space is prioritized for students and CLaSS events. We have consequently scheduled all other WORLD programs in different locations on campus. [WORLD]

Athletics

- The results were used to adjust revenue, salary and operational expenses recognizing the loss of revenue for FY20, and projected loss for FY21. Temporary staffing reductions were put in place as a result of the reduction in spectators, and events. [Intercollegiate Athletics]

Campus Life and Student Success

- The Public Safety administration has begun to make changes in the organizational chart in an effort to realign our funding needs to address the hourly wage/compensation of our Public Safety officers. Lastly, we have promoted a number of officers to the rank of Sergeant by investing in the talent within our organization and creating upward mobility and career paths. [Public Safety]

College of Law

- We are cognizant that our EAJA fee recoupment is a growing area and we will focus on fostering that specifically this year. [Veterans Law Institute]

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Assessment Report Rubric

Criterion	Developing (1)	Mature (2)	Exemplary (3)
Goals/SLOs	Goals/SLOs are not clearly articulated and/or measurable.	1 to 2 goals/SLOs which are clearly articulated and measurable.	3 or more goals/SLOs which are all clearly articulated and measurable.
Targets/Benchmarks	No specific targets/benchmarks for success are indicated.	Specific targets/benchmarks for success are provided for most or all goals.	Specific targets/benchmarks for success are provided for all goals; rationales provided for why each target is appropriate.
Summary of Assessment Methods (<i>what was assessed, when, what instrument used</i>)	Incomplete and/or vague discussion of assessment methods.	Brief summary of assessment methods provided for most or all goals.	Detailed discussion of assessment methods provided for all goals. Rubric/documentation provided.
Assessment results	Incomplete and/or irrelevant data provided.	Brief summary of relevant data provided for most or all goals.	Detailed and relevant data provided for all goals; data summarized into tables and/or graphs.
Analysis of results: achievement of target	No statement of target achievement provided.	Brief statement of target achievement provided for most or all goals.	Detailed discussion of target achievement provided for all goals.
Analysis of results: discussion of meaning	No discussion of the meaning of the assessment results is provided.	Brief reflective discussion of what the assessment results mean is provided.	In-depth reflective discussion of what the assessment results mean is provided for all goals. Comparison of results to prior years provided.
Use of results for improvement	No changes made/planned as a result of the assessment data and/or changes made/planned are not clearly linked to assessment data.	Brief discussion of specific changes made/planned as a direct result of the assessment data is provided for most goals.	Detailed discussion of specific changes made/planned as a direct result of the assessment data provided for all goals.

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Assessment Plan Rubric

Criterion	Developing (1)	Mature (2)	Exemplary (3)
Goals/SLOs	Goals/SLOs are not clearly articulated and/or measurable.	1 to 2 goals/SLOs which are clearly articulated and measurable.	3 or more goals/SLOs which are all clearly articulated and measurable.
Rationale for goals	Rationales for goals are not clearly linked to unit, division, or university priorities.	Rationales for most goals are clearly linked to unit, division, and/or university priorities.	Rationales for all goals are clearly linked to unit, division, and/or university priorities.
Targets/Benchmarks	No specific targets/benchmarks for success are indicated.	Specific targets/benchmarks for success are provided for most or all goals.	Specific targets/benchmarks for success are provided for all goals; rationales provided for why each target is appropriate.
Data sources	Goals lack identification of appropriate data sources.	Brief summary of data sources provided for most or all goals.	Detailed discussion of data sources provided for all goals. Rubric/documentation provided.