LANDER UNIVERSITY
OFFICE OF ACADEMIC AFFAIRS

UNIT/PROGRAM NAME:	University Relations and Publications
OFFICE OF PRIMARY RESPONSIBILITY:	Division of Governmental Affairs
ASSESSMENT COORDINATOR:	Megan Varner Price
SUBMISSION DATE OF THE REPORT:	Tuesday, September 25, 2018

ACADEMIC YEAR 2017-2018

INSTRUCTIONS:
To comply with institutional effectiveness expectations, units/programs MUST:
- identify expected outcomes,
- assesses the extent to which it achieves these outcomes, and
- provide evidence of improvement based on analysis of the results

Guidance for preparing Unit Goals and Indicators of Success Reports:
- These reports should demonstrate on-going planning and assessment in each area. The results assist in decision making about curricular and programmatic revisions.
- Describe your Unit/Program Goal. Think about adding new goals or modifying previously reported ones.
- Choose a "Pillar for Success" from Lander's Strategic Plan that your goal best aligns with.
- Timeframe: Each report should use data from the past year. For the Fall 2018 report you should use data from the Academic Year 2017-2018 or Calendar Year 2017. Historical data should be referenced in the Review and Summary of Expected Outcomes section if applicable.
- Use multiple assessments (Indicators of Success) for each Unit Goal if possible. *If this is a new goal, you may not have collected data yet. This is acceptable and should be indicated.
- Assessment Instruments: Develop and/or use methods and instruments that are uniquely suited to the Indicators of Success.
- Review and Summary of Expected Outcomes:
  o If you are using a goal that you have submitted in the past, please provide a narrative that includes an analysis of historical data and current data. It should include evidence of improvement or clarification of why improvement has not been accomplished. It should include a summary of what steps can be taken to accomplish the goal and what resources are needed to meet the goal or sustain the results.
  o If you are using a new goal and you have collected data, please provide a narrative that includes an analysis of your data and a plan for improvement. This plan should include a summary of what steps can be taken to accomplish the goal and what resources are needed to meet the goal or sustain the results. *If you are using a new goal and have not yet collected data, please provide a summary of why the goal has been added, how meeting this goal would improve your program/unit, and any expectations that you have for it.

TABLE OF CONTENTS AND SUMMARY

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1. UNIT/PROGRAM GOAL 1: To support the Office of Admissions through timely completion of promotional materials.

    1.1. STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED: 2. Selective, Competetive Recruitment and Enrollment of Ambitious and Talented Students

    1.2. TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS: 2017 Calendar Year

    1.3. INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES[1]

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
1.3.1 Completion and delivery of the Admissions Viewbook in time for the new admissions recruitment cycle.	Viewbook delivery date: 9/26/17.	Lander Admissions Viewbook is reviewed, updated, printed and returned to the Office of Admissions on or before Sept. 1.	Lander Admissions Viewbook is reviewed, updated, printed and returned to the Office of Admissions between Sept. 2 and Oct. 1.	Lander Admissions Viewbook is reviewed, updated, printed and returned the Office of Admissions on or after Oct. 2.	2.00
1.3.2 Completion and delivery of the Admissions Travel Viewbook in time for the new admissions recruitment cycle.	Travel Viewbook delivery date: 8/29/17.	Lander Admissions Travel Viewbook is reviewed, updated, printed and returned to the Office of Admissions on or before Sept. 1.	Lander Admissions Travel Viewbook is reviewed, updated, printed and returned to the Office of Admissions between Sept. 2 and Oct. 1.	Lander Admissions Travel Viewbook is reviewed, updated, printed and returned to the Office of Admissions on or after Oct. 2.	3.00
1.3.3 Completion and delivery of the Admissions Mass Distribution Brochure /Search Piece in time for the new admissions recruitment cycle.	Mass Distribution Brochure delivery date: 8/25/17.	Lander Admissions Mass Distribution Brochure/Search Piece is reviewed, updated, printed and returned to the Office of Admissions on or before Sept. 1.	Lander Admissions Mass Distribution Brochure/Search Piece is reviewed, updated, printed and returned to the Office of Admissions between Sept. 2 and Oct. 1.	Lander Admissions Mass Distribution Brochure/Search Piece is reviewed, updated, printed and returned to the Office of Admissions on or after Oct. 2.	3.00

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[1] Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

1.3.4	Completion and delivery of the academic departmental brochures prior to Lander's fall semester Open House events.	Departmental brochures delivery date: 10/31/17.	Lander academic department brochures are reviewed, updated, printed and returned to the Office of Admissions before the first open house of the fall semester.	Lander academic department brochures are reviewed, updated, printed and returned to the Office of Admissions after the first open house of the fall semester, but prior to the second open house.	Lander academic department brochures are reviewed, updated, printed and returned to the Office of Admissions after the second open house of the fall semester.	2.00
1.3.5	Outcome 5: click here to enter Indicator of Success/Student Learning Outcome 5.	Click here to enter Outcome 5 Summary Data.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 5: Score.

1.4. **AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS:** 2.5

1.5. **ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:**

Indicator of Success	Assessment Instruments	Frequency of Assessment
1.5.1.	University Relations Publication Schedule	Annually
1.5.2.	University Relations Publication Schedule	Annually
1.5.3.	University Relations Publication Schedule	Annually
1.5.4.	University Relations Publication Schedule	Annually

1.5.5.

1.6. **REVIEW AND SUMMARY OF EXPECTED OUTCOMES** – Date Reviewed: 9/24/2018
(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT):

1.6.1. **OUTCOME 1 COMMENTS:** The viewbook is the largest printed recruitment piece for the Office of Admissions. For it to be produced in time for the fall recruitment cycle, a production schedule allowing time for review, design, editing, print and delivery is necessary. During the late winter/early spring of 2017, our staff began preparations for an extensive redesign of the Viewbook in order to align it with the University's strategic plan. Working with Admissions and the Office of the President, we identified key areas of focus for the Viewbook and then began work on new copy, photography, layouts and marketing/branding elements. The Viewbook had not undergone a significant redesign in approximately 10 years, and in addition to a new format (square), we chose to upgrade paper and binding, to create a similar feel to a magazine. As noted in the Indicators of Success/Expected Outcomes section, delivery of the Viewbook occurred later than our optimal target. This was due to the extent of the redesign, the number of additional projects our office was required to handle, and because of unforeseen delays in receiving materials/information from other campus departments. However, the Viewbooks arrived in time for the commencement of the recruitment cycle, and the enhancements resulted in a stronger recruitment piece for the Office of Admissions (as reflected by a record number of applications for the Fall 2018 semester).

   1.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1:** Full-time position: Marketing Coordinator

   1.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** The addition of an entry-level full-time marketing coordinator would improve the efficiency of the University Relations team. In addition to developing and coordinating marketing campaigns/content for multiple platforms, the staff member would also be able to assist with copy development and editing on our marketing pieces. This would allow our office to move more quickly in the pre-production phases of our brochures, providing our designer more time for layout and proofing, as well as helping to expedite delivery of finished pieces.

1.6.2. **OUTCOME 2 COMMENTS:** The Admissions Travel Viewbook is a condensed version of our larger Viewbook, and it is used primarily by Admissions Counselors during their travel to college fairs, high schools and other recruitment events. Delivery is time-sensitive, as counselors need the book available prior to the commencement of their travel schedule. As with the Viewbook, the Travel Viewbook is a significant recruitment piece for the Admissions Office; and, like the Viewbook, the Travel Viewbook underwent an extensive redesign in 2017, with a completely new layout, new copy and new photography. This redesign was done in an effort to align the Travel Viewbook with our new branding, key focus areas and strategic plan

pillars. Preparations began in late winter/early spring, in tandem with the Viewbook production. The Travel Viewbook had not undergone a major redesign in approximately 4-5 years. As a result of the work, the Travel Viewbook is now a more robust recruitment piece, as evidenced by the increase in applications for the fall 2018 semester.

 1.6.2.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2:** See 1.6.1.1.

 1.6.2.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** See 1.6.1.2.

1.6.3. **OUTCOME 3 COMMENTS:** Like the Viewbook and Travel Viewbook, the Mass Distribution Brochure/Search Piece was completely redesigned in the spring/summer of 2017. Discussion began in the late winter about this brochure, its purpose and what changes could be made to make it align with Lander's new strategic plan and branding. This piece is, by far, the highest quantity brochure that is produced by the university, and it many cases, it is the first point of contact with a prospective student. As such, it is an extremely significant project that requires close attention to detail, not only with design and editing, but also with printing and production fulfillment (folding, tabbing and mailing). New copy, photography and layouts were developed and, even with several other significant redesigns taking place at the same time, the piece was produced and delivered on schedule.

 1.6.3.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3:** See 1.6.1.1.

 1.6.3.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** See 1.6.1.2.

1.6.4. **OUTCOME 4 COMMENTS:** In the summer of 2017, the Office of University Relations updated and coordinated printing of 22 department brochures. Editorial changes were made to a significant number of the brochures, to incorporate academic program updates and a reorganization of several academic departments. Additionally, new classroom and marketing photography was included in the brochures, when it was available. The brochures are used by Admissions and academic departments for informational and recruitment purposes; because of this, it is our goal to have the pieces completed and delivered in time for the first Open House of the fall semester. However, the quantities needed for each brochure was not determined until Aug. 30, which meant that quoting took place in early September and production in late September/early October. As such, delivery occurred after the first Open House, but in time for the second.

 1.6.4.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4:** $5,000-10,000.

 1.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** The funds indicated above would allow for the hiring of a full-time photographer (currently photography is a 3/4-time position in the office) or allow our department to contract with an outside professional photographer for additional high-level marketing photo shoots throughout the year. Generally, photo shoots take a full day of photography, with an additional day of post-processing image review and work by the photographer and/or our staff. If a full-time photography position is not possible, the

additional funds would allow us to schedule 5-10 days of photography with an outside photographer, with 3-4 shoots per day, meaning we could update brochure covers and interior images on a more frequent basis.

1.6.5. **OUTCOME 5 COMMENTS**: Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

 1.6.5.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5**: Click here to enter dollar amount/other resources required.

 1.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED**: Click here to enter explanation of how the resources will be used to achieve or sustain results.

1.7. **SUMMARY COMMENTS FOR OUTCOMES 1-5**:
The Office of University Relations made significant updates to the University's three largest recruitment brochures in 2017, bringing them all in alignment with Lander's strategic plan and current branding. As a result, the university's Viewbook, Travel Viewbook and Mass Distribution Brochure/Search Piece are more effective and informative, and they have helped the Office of Admissions increase the number of applications to the University. Each of these redesigns was a major project, and to undertake all three at once was an ambitious challenge. There were some delays in receiving information from other departments, which resulted in us partially meeting two of the four indicators of success. However, our office worked as quickly as possible to complete projects once all information was received, thus providing Admissions with the materials needed for their recruitment cycle.

1.8. **CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5**: Our production schedule is largely dependent upon other departments completing a review and supplying us with updated information, and unexpected delays in receiving information/proofs can have a significant impact on project delivery. Because of this, we will adjust our production schedule to allow for additional time for editorial review, layout and proofing.

2. **UNIT/PROGRAM GOAL 2:** To build community awareness of Lander University programs and initiatives; and to strengthen engagement of students, employees, alumni, donors, prospective students and community members through regular distribution of information via press releases and social media platforms.

2.1. **STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED:** 10. Highly-Valued Community Partner

2.2. **TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS:** 2017 Calendar Year

2.3. **INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES**[2]

Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
2.3. News Releases: Number distributed to news media and social media within a 12-month period.	Approximately 320 articles /captions were released to news and social media between Jan. 1 and Dec. 31, 2017.	Distribution of 200 or more articles/captions to news media and social media accounts between Jan.1 and Dec. 31.	Distribution of 100-199 articles/captions to news media and social media accounts between Jan.1 and Dec. 31.	Distribution of fewer than 100 articles/captions to news media and social media accounts between Jan.1 and Dec. 31.	3.00
2.3. Social Media: Number of Facebook page likes.	The Lander Facebook page received 2,767 "likes" between Jan. 1 and Dec. 31, 2017.	Obtain 500 or more "likes" for the university Facebook page between Jan. 1 and Dec. 31 of each calendar year.	Obtain between 250 and 499 "likes" for the university Facebook page between Jan. 1 and Dec. 31 of each calendar year.	Obtain fewer than 250 "likes" for the university Facebook page between Jan. 1 and Dec. 31 of each calendar year.	3.00

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[2] Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

2.3.3	Social Media: Engagement of audience across all platforms.	This is a new goal; it cannot be assessed for 2017 Calendar Year.	Maintain an average total weekly reach of more than 30,000 (view, likes, follows, comments, shares) across all platforms.	Maintain an average total weekly reach of 25,000-30,000 (view, likes, follows, comments, shares) across all platforms.	Maintain an average total weekly reach less than 25,000 (view, likes, follows, comments, shares) across all platforms.	0.00
2.3.4	Outcome 4: click here to enter Indicator of Success/Student Learning Outcome 4.	Click here to enter Outcome 4 Summary Data.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 4: Score.
2.3.5	Outcome 5: click here to enter Indicator of Success/Student Learning Outcome 5.	Click here to enter Outcome 5 Summary Data.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 5: Score.

2.4. **AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS**: 3.00

2.5. **ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:**

Indicator of Success	Assessment Instruments	Frequency of Assessment
2.5.1.	University Relations article archives.	Annually
2.5.2.	Facebook reporting dashboard.	Annually
2.5.3.	Facebook, Twitter, Instagram and Snapchat reporting dashboards.	Annually
2.5.4.	Outcome 4: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 4.	Outcome 4: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 4.
2.5.5.	Outcome 5: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 5.	Outcome 5: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 5.

2.6. REVIEW AND SUMMARY OF EXPECTED OUTCOMES – Date Reviewed: 9/24/2018
(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT):

2.6.1.	OUTCOME 1 COMMENTS: Using a 49-week calendar (to account for university closures at holidays and breaks) the above expected outcome criteria reflect an average of 4-5 press releases per week, allowing time for communication plan development, interviews, writing, photography and event coverage. This frequent, consistent release of information regarding the university and its initiatives helps build awareness of the university among current and prospective students, faculty, staff, alumni, donors and community members, and helps promote a positive image of the university and its initiatives. Due to a staffing shortage in 2015 and 2016, as well as the assignment of other major duties, we recorded a production drop of about 20% in this category (data: 2012—244; 2013—206; 2014—212; 2015—175; 2016—171). In mid-2016, we added staffing and reorganized duties, including incorporating greater use of social media to share news items. Because of these changes, we were able to significantly surpass our previous averages by nearly 50% for 2017, with the release of approximately 320 articles.

2.6.1.1.	ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1: $5,000

2.6.1.2.	EXPLANATION OF HOW RESOURCES WILL BE USED: The funds listed above would allow us to contract with a media monitoring company that can track which broadcast, print and digital media organizations are using our content. This service would also help us monitor how Lander

is perceived on social media by tracking mentions on corporate and private social media accounts. This information would allow our office to be more responsive to issues that require our attention, but it would also allow us to better tailor our own original content to what media companies are more likely to use, thus resulting in a more efficient use of our staff time.

2.6.2. OUTCOME 2 COMMENTS: The Office of University Relations has maintained the University's official Facebook account since 2015, with the goal of using the platform to increase awareness of campus news and events through regular sharing of articles, photos and videos. A social media committee was formed and a social media policy was developed that same year to ensure that satellite social media accounts follow Lander's official branding and standards of quality. In 2016, our staff began a strategic focus on increasing audience size through frequent, consistent posts and quality content, and in 2017, we dedicated additional staff hours to social media. Because of these efforts, we have significantly surpassed our assessment targets for the past two years. As a result, the assessment targets should be adjusted to reflect the consistent growth in our social media engagement.

2.6.2.1. ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2: Click here to enter dollar amount/other resources required.

2.6.2.2. EXPLANATION OF HOW RESOURCES WILL BE USED: Click here to enter explanation of how the resources will be used to achieve or sustain results.

2.6.3. OUTCOME 3 COMMENTS: Due to the proliferation of available platforms and its near ubiquitous usage, social media is becoming a significant part of public relations and communications efforts. In mid-2017, University Relations made a decision to enhance its digital presence by expanding our usage of the most popular social media platforms, including Facebook, Twitter, Instagram and Snapchat. As part of this new initiative, a part-time position was added with a priority focus on social media, with assistance from a full-time writer, as needed. Since January 2018, we have been tracking usage data across all of our social media platforms, with the goal to build a comprehensive overview of our digital presence and brand. The 2018 data, including average weekly reach and engagement, will be available for the next assessment cycle.

2.6.3.1. ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3: Full-time position: Social Media Coordinator; media monitoring service.

2.6.3.2. EXPLANATION OF HOW RESOURCES WILL BE USED: To effectively use social media to its full potential, staff hours must be dedicated to research in best practices and new technologies, content development and posting, account monitoring and responding to comments/issues. Additionally, the University Relations Office will have ownership of the University's new social media policy, which will require additional staff hours to monitor satellite social media accounts for policy violations. It is important to note that social media usage is highest outside of standard business hours, meaning that some of the hours spent in this role will be during evenings, weekends and

holidays. Currently, we are only able to provide a part-time focus on social media, with assistance from our full-time writer. However, if we were able to add a full-time position dedicated to this role, we would be able to develop more original content and engagement opportunities, as well as explore other platforms where Lander can have effective engagement with its audience/users. And, as stated previously, a media monitoring service would greatly assist in this process by providing more robust reporting of Lander news and mentions across all media.

2.6.4. **OUTCOME 4 COMMENTS:**

2.6.4.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4:** Click here to enter dollar amount/other resources required.

2.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

2.6.5. **OUTCOME 5 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

2.6.5.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5:** Click here to enter dollar amount/other resources required.

2.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

2.7. **SUMMARY COMMENTS FOR OUTCOMES 1-5:**
The University Relations Office continues to release information on a consistent basis, to as many people as possible, to help build a positive image and awareness of the university among the Lander community and general public.

2.8. **CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5:** In 2017, a reorganization of duties and addition of part-time staffing allowed us to increase the number of articles/photos we released to the news media and social media. We will continue to build on this momentum by expanding and enhancing our use of social media as a communications and marketing tool. If additional staffing becomes available, we would be able to make more significant strides toward achieving this goal.

3. UNIT/PROGRAM GOAL 3: To build alumni and donor connections through the distribution of the Lander Magazine.

3.1. **STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED**: 6. Engaged and Supportive Alumni

3.2. **TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS:** 2017 Calendar Year

3.3. **INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES[3]**

	Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
3.3.1	Lander Magazine – Spring Issue: Date mailed to alumni, donors and friends of the University	Spring 2017 mailing occurred 4/28/17.	Spring issue mailing occurs on or before the last working day of May.	N/A	Spring issue mailing occurs after the last working day of May.	3.00
3.3.2	Lander Magazine – Fall Issue: Date mailed to alumni, donors and friends of the University	Fall 2017 issue was postponed.	Fall issue mailing occurs on or before the last working day of December.	N/A	Fall issue mailing occurs after the last working day of December.	1.00
3.3.3	Outcome 3: click here to enter Indicator of Success/Student Learning Outcome 3.	Click here to enter Outcome 3 Summary Data.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 3: Score.

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[3] Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

3.3.4	Outcome 4: click here to enter Indicator of Success/Student Learning Outcome 4.	Click here to enter Outcome 4 Summary Data.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 4: Score.
3.3.5	Outcome 5: click here to enter Indicator of Success/Student Learning Outcome 5.	Click here to enter Outcome 5 Summary Data.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 5: Score.

3.4. **AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS:** 2.00

3.5. **ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:**

Indicator of Success	Assessment Instruments	Frequency of Assessment
3.5.1.	University Relations Publication Schedule	Annually
3.5.2.	University Relations Publication Schedule	Annually

3.5.3.	Outcome 3: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 3.	Outcome 3: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 3.
3.5.4.	Outcome 4: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 4.	Outcome 4: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 4.
3.5.5.	Outcome 5: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 5.	Outcome 5: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 5.

3.6. **REVIEW AND SUMMARY OF EXPECTED OUTCOMES** – Date Reviewed: 9/24/2018

(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT):

3.6.1. **OUTCOME 1 COMMENTS**: In 2016, the Lander Magazine underwent a redesign to add 16 additional pages, and to enhance the look and feel of the piece through higher quality paper and finishing. The additional pages allow for an average of 3-4 extra stories per issue, which gives the university additional positive exposure of its students, alumni, faculty, staff and programs. The production schedule was adjusted to accommodate the need for additional time to produce and design extra material, with mailing to take place in May (previously, mailing took place in late April). This new design was continued into 2017, and the spring issue included 13 feature stories on students, faculty and alumni. Additionally, we have made a decision to begin focusing on a signature academic program in each issue, with Exercise Science being featured in the Spring 2017 Issue. These features are intended to serve not only as a source of information, but also as a recruitment tool for the academic department and Office of Admissions.

3.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1**: $10,000

3.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED**: The costs associated with producing and mailing the magazine have increased approximately 35% over the past four years, although the printing budget has not been increased since at least 2009. (The cost of the Spring 2017 issue of Lander Magazine was $16,927.90; by comparison, the Spring 2014 issue cost $12,608.) A permanent increase of $10,000 to the printing budget would help cover inflation in ink, paper and postage, while allowing us to maintain the high quality expected in the look and content of the magazine. Additionally, while the two positions requested in the previous sections of this report (social media coordinator and marketing coordinator) are not directly related to the magazine, this additional staffing would allow for a reallocation of duties currently performed by the Director and Assistant Director of University Relations. This would result in more time available for magazine copywriting and editing, meaning a faster production time on this project.

3.6.2. **OUTCOME 2 COMMENTS:** As outlined in Program Goal 1 of this report, the University's largest recruitment publications (Viewbook, Travel Viewbook and Mass Distribution Brochure/Search Piece) underwent significant redesigns in the Summer of 2017. However, unexpected delays with those projects caused the Fall 2017 magazine production schedule to be delayed, as well. As work began on the fall issue, our former president, Dr. Larry Jackson, passed away. After consultation with the Lander administration, it was decided to postpone publication on the fall issue so that this significant story could be included in an appropriate, timely fashion. Instead, we chose to publish an early spring issue in 2018.

3.6.2.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2:** See 3.6.1.1.

3.6.2.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** See 3.6.1.2.

3.6.3. **OUTCOME 3 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

3.6.3.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3:** Click here to enter dollar amount/other resources required.

3.6.3.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

3.6.4. **OUTCOME 4 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

3.6.4.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4:** Click here to enter dollar amount/other resources required.

3.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

3.6.5. **OUTCOME 5 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

3.6.5.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5:** Click here to enter dollar amount/other resources required.

3.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

3.7. **SUMMARY COMMENTS FOR OUTCOMES 1-5:**
The Lander magazine reaches more than 16,000 alumni, donors and friends of the university. It provides information on university programs and iniatives; promotes a positive image of the university to the community; and helps stimulate alumni/community involvement with/support of the university. The look of the magazine changed dramatically in 2016, and that new look and feel was carried over into 2017, with a noticeable increase in the quality of writing, photography and design.

3.8. **CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5:** With the new design and longer length, additional time is needed to prepare each issue, including writing, layout and editing. As a result, the target mailing dates have been adjusted to reflect the longer production time, moving to the last working day of May (Spring issue) and last working day of December (Fall issue).

4. UNIT/PROGRAM GOAL 4: Click here to enter Unit/Program Goal. i.e.: "To demonstrate the ability to…"

4.1. **STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED:** Choose a Pillar

4.2. **TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS:** Click here to enter Timeframe (Fall 2017, Academic Year 2017-2018, etc.)

4.3. **INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES[4]**

	Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
4.3.1	Outcome 1: click here to enter Indicator of Success/Student Learning Outcome 1.	Click here to enter Outcome 1 Summary Data.	Outcome 1: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 1 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 1: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 1 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 1: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 1 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 1: Score.
4.3.2	Outcome 2: click here to enter Indicator of Success/Student Learning Outcome 2.	Click here to enter Outcome 2 Summary Data.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 2: Score.

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[4] Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

4.3.3	Outcome 3: click here to enter Indicator of Success/Student Learning Outcome 3.	Click here to enter Outcome 3 Summary Data.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 3: Score.
4.3.4	Outcome 4: click here to enter Indicator of Success/Student Learning Outcome 4.	Click here to enter Outcome 4 Summary Data.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 4: Score.
4.3.5	Outcome 5: click here to enter Indicator of Success/Student Learning Outcome 5.	Click here to enter Outcome 5 Summary Data.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 5: Score.

4.4. **AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS:**

4.5. **ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:**

Indicator of Success	Assessment Instruments	Frequency of Assessment
4.5.1.	Outcome 1: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 1.	Outcome 1: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 1.
4.5.2.	Outcome 2: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 2.	Outcome 2: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 2.
4.5.3.	Outcome 3: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 3.	Outcome 3: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 3.
4.5.4.	Outcome 4: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 4.	Outcome 4: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 4.
4.5.5.	Outcome 5: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 5.	Outcome 5: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 5.

4.6. **REVIEW AND SUMMARY OF EXPECTED OUTCOMES –** Date Reviewed:
(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT)**:**

4.6.1. **OUTCOME 1 COMMENTS**: Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

4.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1**: Click here to enter dollar amount/other resources required.

4.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED**: Click here to enter explanation of how the resources will be used to achieve or sustain results.

4.6.2. **OUTCOME 2 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

    4.6.2.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2:** Click here to enter dollar amount/other resources required.

    4.6.2.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

4.6.3. **OUTCOME 3 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

    4.6.3.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3:** Click here to enter dollar amount/other resources required.

    4.6.3.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

4.6.4. **OUTCOME 4 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

    4.6.4.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4:** Click here to enter dollar amount/other resources required.

    4.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

4.6.5. **OUTCOME 5 COMMENTS:** Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

    4.6.5.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5:** Click here to enter dollar amount/other resources required.

4.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

4.7. SUMMARY COMMENTS FOR OUTCOMES 1-5:
Click here to enter a discussion of the assessment results of all Expected Outcomes combined.

4.8. CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5: Click here to list the changes made/proposed to the program as a result of an analysis of the assessment results. Please be concise yet thorough.

5. UNIT/PROGRAM GOAL 5: Click here to enter Unit/Program Goal. i.e.: "To demonstrate the ability to…"

5.1. **STRATEGIC PLANNING FRAMEWORK PILLAR SUPPORTED:** Choose a Pillar

5.2. **TIMEFRAME FOR ASSESSMENT OF THIS GOAL AND INDICATORS OF SUCCESS:** Click here to enter Timeframe (Fall 2017, Academic Year 2017-2018, etc.)

5.3. **INDICATORS OF SUCCESS/STUDENT LEARNING OUTCOMES, SUMMARY OF OUTCOME DATA AND EXPECTED OUTCOMES[5]**

	Indicator of Success / Student Learning Outcome	Summary Data for this Timeframe	Expected Outcome: Met (3)	Expected Outcome: Partially Met (2)	Expected Outcome: Not Met (1)	Score
5.3.1	Outcome 1: click here to enter Indicator of Success/Student Learning Outcome 1.	Click here to enter Outcome 1 Summary Data.	Outcome 1: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 1 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 1: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 1 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 1: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 1 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 1: Score.
5.3.2	Outcome 2: click here to enter Indicator of Success/Student Learning Outcome 2.	Click here to enter Outcome 2 Summary Data.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 2: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 2 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 2: Score.

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[5] Expected Outcomes **must** be mutually exclusive for Met, Partially Met and Not Met.

5.3.3	Outcome 3: click here to enter Indicator of Success/Student Learning Outcome 3.	Click here to enter Outcome 3 Summary Data.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 3: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 3 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 3: Score.
5.3.4	Outcome 4: click here to enter Indicator of Success/Student Learning Outcome 4.	Click here to enter Outcome 4 Summary Data.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 4: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 4 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 4: Score.
5.3.5	Outcome 5: click here to enter Indicator of Success/Student Learning Outcome 5.	Click here to enter Outcome 5 Summary Data.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Partially Meets" the expectations of the unit/program.	Outcome 5: click here to enter a specific and measurable outcome for Indicator of Success/Student Learning Outcome 5 (i.e.: a score, a range of scores) describing a level of attainment which "Does Not Meet" the expectations of the unit/program.	Outcome 5: Score.

5.4. **AVERAGE SCORE FOR ALL INDICATORS OF SUCCESS:** Click here to add an average score (i.e.: Outcome 1 Score = 3 + Outcome Score 2 = 1 + Outcome 3 Score = 1 + Outcome 4 Score = 2 + Outcome 5 Score = 3. Total of Outcome Scores 1 – 5 = 10 ÷ 5 Total Outcomes = 2.00.)

5.5. ASSESSMENT INSTRUMENTS AND FREQUENCY OF ASSESSMENT:

Indicator of Success	Assessment Instruments	Frequency of Assessment
5.5.1.	Outcome 1: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 1.	Outcome 1: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 1.
5.5.2.	Outcome 2: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 2.	Outcome 2: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 2.
5.5.3.	Outcome 3: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 3.	Outcome 3: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 3.
5.5.4.	Outcome 4: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 4.	Outcome 4: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 4.
5.5.5.	Outcome 5: click here to enter the assessment instrument used for Indicator of Success/Student Learning Outcome 5.	Outcome 5: click here to enter the frequency of assessment for Indicator of Success/Student Learning Outcome 5.

5.6. REVIEW AND SUMMARY OF EXPECTED OUTCOMES – Date Reviewed:
(THE FOCUS OF NARRATIVE SHOULD BE ON PROVIDING EVIDENCE OF IMPROVEMENT, BASED ON THE ANALYSIS OF THE ASSESSMENT RESULTS, AND NOT A PLAN FOR IMPROVEMENT):

5.6.1. **OUTCOME 1 COMMENTS**: Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

    5.6.1.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 1**: Click here to enter dollar amount/other resources required.

    5.6.1.2. **EXPLANATION OF HOW RESOURCES WILL BE USED**: Click here to enter explanation of how the resources will be used to achieve or sustain results.

5.6.2. **OUTCOME 2 COMMENTS**: Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

    5.6.2.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 2:** Click here to enter dollar amount/other resources required.

    5.6.2.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

5.6.3. **OUTCOME 3 COMMENTS**: Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

    5.6.3.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 3:** Click here to enter dollar amount/other resources required.

    5.6.3.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

5.6.4. **OUTCOME 4 COMMENTS**: Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

    5.6.4.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 4:** Click here to enter dollar amount/other resources required.

    5.6.4.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

5.6.5. **OUTCOME 5 COMMENTS**: Click here to enter a discussion of the assessment results and actions taken to improve the unit/program based on an analysis of assessment data.

    5.6.5.1. **ADDITIONAL RESOURCES REQUIRED TO ACHIEVE OR SUSTAIN RESULTS FOR INDICATOR OF SUCCESS 5:** Click here to enter dollar amount/other resources required.

5.6.5.2. **EXPLANATION OF HOW RESOURCES WILL BE USED:** Click here to enter explanation of how the resources will be used to achieve or sustain results.

5.7. **SUMMARY COMMENTS FOR OUTCOMES 1-5:**
Click here to enter a discussion of the assessment results of all Expected Outcomes combined.

5.8. **CHANGES MADE/PROPOSED TO PROGRAM AS A RESULT OF OUTCOMES 1-5:** Click here to list the changes made/proposed to the program as a result of an analysis of the assessment results. Please be concise yet thorough.