



BETHUNE-COOKMAN UNIVERSITY

# Name of Unit/Department

20XX-XX ANNUAL PLANNING, BUDGETING &  
ASSESSMENT REPORT  
for Support Services

Director or Supervisor  
[Select date from the calendar]

**Description of the Administrative/Academic Support Unit**

[Enter a description of your unit]

**Mission**

[Enter your unit's mission]

**20XX-20XX Objectives**

[List the expected objectives for your area as related Bethune-Cookman University's Strategic Goals using the following types of statements]

**Process Statements**

[Focused on desired quality of key functions and services such as timeliness, accuracy, efficiency, volume, responsiveness, compliance, etc.]

**Outcome Statements**

[Focused on how the services or educational support have impacted/changed a student, faculty or staff as well, in terms of knowledge, skills, or attitudes/values]

**Satisfaction Statements**

[Focused on levels of overall satisfaction with the services provided]

**Resources Used**

[Briefly describe resources, including personnel, used to accomplish the outcomes.]

**Support Specifics****Teaching**

[Briefly describe how your unit supports the teaching and learning enterprise.]

**Research**

[Briefly explain how your unit engages in activities related to research and how your unit supports research at the University.]

**Community and Public Service**

[Briefly state any unit goals related to community and public service and how your unit supports service at the University.]

## 20XX-XX Annual Planning, Budgeting, and Assessment - Analysis Grid

**B-CU Mission Statement:** The mission of Bethune-Cookman University is to educate a diverse community of learners to become responsible, productive citizens and solution seekers through the promotion of faith, scholarship, creative endeavors, leadership and service.

**Targeted Strategic Goals (Check all that apply):**

- Efficiency and Effectiveness in Campus Operations
- Students' Academic and Career Success
- University Relations and Reputation

Objective (referred to as outcomes in Annual Plan for 20xx-xx)	Expected Level of Achievement (ELOA)	Measure/Tool	Results	Use of Results Analysis: identify patterns and understanding of what occurred.	Action Plans (to include strategies and steps to continue or to enact improvement plans)	Budgetary Considerations
For this objective, what improvements were made in 20xx- xx? Identify the improvement(s) and explain the impact on the educational support services your unit provides:						
				Analysis:  ELOA met or unmet:		
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(referred to as outcomes in Annual Plan for 20xx-xx)					(to include strategies and steps to continue or to enact improvement plans)	
				Analysis:  ELOA met or unmet:		
For this objective, what improvements were made in 20xx- xx? Identify the improvement(s) and explain the impact on the educational support services your unit provides:						
<b>Objective</b> (referred to as outcomes in Annual Plan for 20xx-xx)	<b>Expected Level of Achievement</b> (ELOA)	<b>Measure/Tool</b>	<b>Results</b>	<b>Use of Results</b> Analysis: identify patterns and understanding of what occurred.	<b>Action Plans</b> (to include strategies and steps to continue or to enact improvement plans)	<b>Budgetary Considerations</b>
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				Analysis:  ELOA met or unmet:		

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For this objective, what improvements were made in 20xx- xx? Identify the improvement(s) and explain the impact on the educational support services your unit provides:						

## Annual Plan for 20XX-20XX

### Targeted Strategic Goals (Check all that apply):

- Efficiency and Effectiveness in Campus Operations
- Students' Academic and Career Success
- University Relations and Reputation

Targeted Division Key Performance Indicators:								
Targeted Institutional Student Learning Outcome(s):								
Unit Objectives					Means of Assessment			
Objective Name	Objective	Start Date & End Date	Budget Amount Request	Budget Resource / Explanation	Assessment Tool(s)	Assessment Method	Criterion (Indicator of Success/Benchmark)	Assessment Period
Includes a 1-3 word general description / summary of the objective	Describe in specific and measurable terms what you intend to accomplish this year. (Stated in terms of a <i>process statement, outcome statement, or satisfaction statement</i> )	You must indicate the start date and end date for each objective.	Enter all funds requested to carry out this objective.	Indicate the source(s) of your funds (e.g. University, Title III, Grants, etc.)	The instrument that will be used in your assessment process (e.g. Internal Reports, Surveys, Audits, Inventory Report, etc.)	How will you evaluate your objective to determine its successful completion?	What will be the specific indicators of success? (e.g. Expected Level of Achievement)	When will assessment of this objective take place?

**20XX-XX Assessment Plan (Methods and Procedures)**

[Describe the methods and procedures used to assess your area/unit.]

Questions guiding the narrative:

1. Who was/will be involved in the process of reviewing and revising the assessments?
2. What is the difference between the previous program assessments and the revised assessments?
3. How will the assessments be collected?
4. Who will collect the assessments?
5. When will the assessments be collected?
6. Who will aggregate and disaggregate the data?
7. Who will analyze the data?
8. How are / will data (be) used to drive improvement?
9. How do you want to share the information with stakeholders?

**20XX-XX Analysis and Evaluation**

[Briefly summarize the data and use of results.]

**Action Plan for 20XX-XX**

[Briefly summarize the actions for improvement.]



### Rubric for Assessing Annual Assessment Report

	Criteria	Excellent (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Assessment Planning	<b>Objective</b> <ul style="list-style-type: none"> <li>• Specific (Process Statements, Outcome Statements, or Satisfaction Statements)</li> <li>• Measurable,</li> <li>• Attainable,</li> <li>• Relevant, and</li> <li>• Time Bound</li> </ul>	The objective statement clearly focuses on the <i>critical</i> functions, services, and processes that impact the student learning environment with an emphasis on efficiency, quality, and satisfaction. The objective contains an action verb, is relevant to the area and attainable in the time-frame (usually one year).	The objective statement focuses on the functions, services, and processes that impact the student learning environment. The objective statement uses action verbs and is relevant to the area.	The objective statement attempts to focus on the functions, services, and processes with an emphasis on efficiency and quality; however, it is clouded by the lack of action verbs, vague language or it lacks focus because it is bundled with multiple verbs.	The objective statement lacks focus and/ or is unrelated to the area. In addition, action verbs are not used or the unit has no control over the attainment of the outcomes.
	<b>Criteria of Success (Expected Level of Achievement)</b> <ul style="list-style-type: none"> <li>• Appropriate (not too high not too low)</li> </ul>	The criteria of success are appropriate and aligned with best practices – other institutions.	The criteria of success are appropriate.	The criteria are either too low or too high.	Criteria of success are not identified.
	<b>Assessment Tool(s) and Method</b> <ul style="list-style-type: none"> <li>• Multiple assessments</li> <li>• The assessment must match the outcome</li> </ul>	One or more direct assessment tools are identified and the assessment method clearly match the objective.	One direct assessment tool and method is identified that seems reasonable for the objective.	One assessment tool is identified; however the tool is not clearly matched to the objective.	No measures are identified.
Implementation	<b>Results</b> <ul style="list-style-type: none"> <li>• Data must be linked to the objective</li> <li>• Data must be collected using the measure/tool identified</li> <li>•</li> </ul>	Data are clearly identified, collected and aggregated using the measures proposed. The data contain precise numbers and/or statistical information.	Data are identified and collected using the measures proposed, but may not be fully aggregated by academic year.	Not all data are collected, or not enough detail is provided; however, where data are collected the proposed measures are used.	Data are missing or insufficient.
Closing the Loop	<b>Use of Results</b> The data must drive support services improvement – clearly articulate what the data tell you and what actions the data prompt you to take. Contains: <ul style="list-style-type: none"> <li>• analysis,</li> <li>• interpretation, and</li> <li>• status (met or unmet).</li> </ul>	The <b>Analysis</b> includes identified patterns and understanding of what occurred and clearly address the results. The <b>Interpretation</b> clearly applies the results to the objective to aid in improving the unit. Rich detail and examples are provided as to how results of assessment are being interpreted to identify improvements to the quality of key functions, services, learning outcomes, or stakeholder satisfaction. Reports whether criteria of success are <b>met</b> or <b>unmet</b> .	The <b>Analysis</b> includes identified patterns and understanding of what occurred and address the results. The <b>Interpretation</b> applies the results to the objective to aid in improving the unit. Some details are provided as to how results of assessment are being interpreted to identify programmatic improvement. Reports whether criteria of success are <b>met</b> or <b>unmet</b> .	The <b>Analysis</b> identifies patterns but lacks some detail. The <b>Interpretation</b> applies the results to the objective but does lack detail about improvements to the quality of key functions, services, learning outcomes, or stakeholder satisfaction. Reports whether criteria of success are <b>met</b> or <b>unmet</b> .	The <b>Analysis</b> and <b>Interpretation</b> discussions are poorly developed and do not clearly address how results of assessment are being used to improve the quality of key functions, services, learning outcomes, or stakeholder satisfaction.
	<b>Action Plan</b> Action plan includes strategies and steps to continue or to enact improvement plans.	A detailed action plan for how data will be used to drive support services improvement is provided that includes clearly articulated strategies and steps to continue or to enact improvement.	A brief action plan for how data will be used to drive student support services improvement is provided that includes strategies and steps to continue or to enact improvement	An action plan is provided for each objective that is Met, Partially met or Unmet; however, the plan is not specific in many instances.	An action plan is not provided for each target or the plan is inadequate to drive support services improvement.