Please organize your report by the following topics.

I. Mission  
State the mission of the program. A mission for a service program describes the overall purpose of the program; it guides planning and operation. A mission statement for a service program should be consistent with and grounded in the Missouri Valley College mission and goals.

II. Goals  
Describe the goals of the program. Service program goals are general purposes of the program and its services. What is most important for the program to achieve? The goals are usually stated from the perspective of the staff. What do staff intend to do and achieve in this program? Effective goals are broadly stated, meaningful, achievable, and assessable. Aim for three to eight service goals.

III. Service outcomes  
State the service outcomes of the program. Focus service outcomes on desired results. What outcomes would indicate that the program is successful in providing services to students/faculty/staff/public? Use action words in stating service outcomes, and avoid verbs that are unclear and subject to different interpretations. Keep in mind that service outcomes should be realistic and measurable in some way.

IV. Service delivery map  
Create a service delivery map or matrix that links functions/operations to service outcomes. Does the map show all functions in the program and all service outcomes? Does the map show that all service outcomes are addressed by some of the functions? A service delivery map is a table with service outcomes on one axis and functions/operations on the other. The cells of the table indicate the functions/operations that address respective service outcomes.

V. Assessment tools  
After staff deliberation, identify two (or more) service outcomes deemed most important to be assessed and describe assessment methods used. (It is not necessary to assess everything.) Classify each as a direct or indirect measure. (Direct measures of assessment are those in which actual results can be evaluated. Examples include trends in needs for service, success rate of placing students, or timeliness in providing information. Indirect measures of assessment are based on perception of achievement of goals rather than demonstration. Examples include student satisfaction surveys, exit interviews, or alumni surveys.) Are assessment methods feasible, efficient, cost-effective, and appropriate for the service outcomes? Use assessment methods that are simple enough to sustain.
VI. **Summary of findings**
Summarize assessment results (evidence of achieving service outcomes). Was your clientele satisfied with the service you provided? Just give the results here (for example, number of students completing a process, average time in responding to requests, etc.). *(Interpretation of assessment evidence is addressed in Section VII.)*

VII. **Level of achievement of service outcomes**
Describe the degree to which service outcomes were met. Report results of assessments relative to the standards you have set for the program. Did they meet the expectations the staff had for the program? (For example, if 90% student satisfaction is a desired level of a service outcome, did the program meet this criterion?) Were the results even better than expected? Did the program do well in some areas but not in others? Address things such as these.

VIII. **Staff/Clientele/Program information**
Use Table 1 to provide information on staff, clientele, and the program. Contribute any other information deemed relevant for this report or helpful in interpreting information in the table.

IX. **Analysis/Interpretation**
Based on evidence from the assessment process and staff/clientele/program information, summarize conclusions drawn with respect to program function and success. View assessment as an opportunity to improve the quality and effectiveness of the program to better serve the clientele. Is the program achieving the desired outcomes? Is the program effective in serving/helping the clients? Identify areas in operations that are achieving service goals and areas that may warrant change for improvement. What worked and what didn’t? Do you see any patterns? What do the assessment results tell you about how well the program is functioning? Do you have sufficient evidence to make your conclusions?

X. **Action plan/Closing the loop**
Describe any changes made or under consideration to improve the program. Specify assessment evidence that led to decisions and describe action plan and strategies. Include a description of resources needed, if any, to facilitate the success of the program. Questions to consider: When program staff discussed the results, were there any changes that you think need to be made in the program? For example, should some functions be added, deleted, or changed? Are there supplies, equipment, staff, etc., that are needed to make the program better? How can the program be improved? How can the plan for improvement be implemented? How will the program staff be involved in making changes?

When changes are made to improve the program based on assessment evidence, it is called “closing the loop.” The purpose of the assessment process—which is an ongoing, dynamic one—is to find out what services are successful and to enhance the experience of the clients.

**Below:** Please list all individuals who assisted in the completion of this report.
If the reader would have questions about the report, this list will provide a contact person.

---

**Yearly assessment reports provide evidence of program improvement.**
Most importantly, they are used as a foundation for decision-making.

Updated 4/23/12