

# UHCL - AY25 Assessment Report: Results, Summary, & Action Planning

Program/Department: Early Childhood Care and Education BS

Cycle: 2024-2025

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<b>Student Learning Outcome # 1:</b>	Candidates will engage in continuous, collaborative learning to inform practice.
<b>Method:</b>	In ECED 4377, evaluate candidate's ability to review research related to a curriculum project or focus area relevant to their Practicum site.
<b>Criteria for Success:</b>	At least 80% of the students will receive a total score in the "Meets Expectations" or "Exceeds Expectations" on specific criteria of the Practicum Portfolio – Write up of Main Focus Area or Curriculum Project.
<b>UHCL Strategic Plan Objective:</b>	13 - Improve UHCL Experience (Transcend)

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**Prior Year Action Planning** – [respond briefly to the instruction in the free response area]

**List item(s) from prior year AY24 action planning** that you implemented, partially implemented, or did not implement at all.

Based on the results of SP 24's assessment of only 3 students, one who exceeded expectations, one who met expectations and one who was progression to meet expectations because she did not include a lit review when she described her Main Area of Focus or Curriculum Project, it was suggested that perhaps a module be implemented to Canvas about writing a lit review. This was not implemented into the SP/SU25 course module. It was not that the students do not know how to write a literature review, the one student just omitted it.

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**SLO # 1 Results/Data** – [respond briefly to the instruction in the free response area]

**Provide assessment data below.** Include number of data points, totals, and/or calculations. Include the comparative data (previous cycle data) where needed.

In Spring 25 there were only 2 BSECCE students and both of them (100%) scored meets expectations on the Main Area of Focus or Curriculum Project. In summer 25 there also were 2 students. Both of these students (100%) scored exceeds expectations on the Main Area of Focus or Curriculum Project.

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**SLO # 1 Criterion Reporting** – [choose one from the drop-down list]

Did your data, provided above, meet the criteria for success standard that you defined as listed above?

Yes, met or exceeded.

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**SLO # 1 Use of Results/Data** – [respond briefly to the instruction in each free response area]

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1. **Summary of results:** Explain the connection and impact any change(s) that occurred between the prior assessment cycle(s) to this cycle as identified in results/data.

No changes were made to the criteria or no additional resources were added for spring or summer 25, yet in both cases, all the students either met or exceeded expectations on the main area of focus or on the curriculum project in the final portfolio. No students left out the literature review section like they did in the previous cycle.

2. **Action Planning:** Share the next steps or proposed changes as a result of having results/data.

Since all students either met or exceeded expectations on this criteria no changes are needed.

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**SLO # 1 Budget Priority** – [use the checkbox only if it applies]

- Budgetary priority will be requested for this outcome (either as a new initiative support or a reallocation request) based on the need provided in the action planning above. This outcome must be measured in the next cycle to be considered for any budgetary priority.

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**SLO # 1 The Next Planning Cycle Action** – [choose one from the drop-down list]

Choose what best applies to this outcome for the next cycle.

**Not making changes - My area will continue to report on this outcome in the next cycle with no modifications.**

Filename: A-COE-ECED-BS-AY25-R.docx

Outcome Order: 1

**END Student Learning Outcome # 1**

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<b>Student Learning Outcome # 2:</b>	Candidates will know a wide range of types of assessments, their purposes, and their associated methods and tools.
<b>Method:</b>	In ECED 4307, evaluate candidate's ability to choose an appropriate assessment for their math lesson plan and provide details of assessment tools that clearly demonstrates the use of appropriate assessment tools including the use of technology.
<b>Criteria for Success:</b>	At least 80% of the students will receive a score in the "Meets Expectations" or "Exceeds Expectations" range on specific criteria of the Lesson Study Field Experience Reflection.
<b>UHCL Strategic Plan Objective:</b>	13 - Improve UHCL Experience (Transcend)

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**Prior Year Action Planning** – [respond briefly to the [instruction](#) in the free response area]

**List** item(s) from prior year AY24 action planning that you implemented, partially implemented, or did not implement at all.

Last year we did not have two semesters of data. We only had a new full online format for the course. During the one semester. Four (4) candidates were assessed. Two candidates (50%) scored Meets Expectations, and two candidates (50%) scored "Progressing Towards Expectations"

We were concerned that the results may have reflected the new online format of the course and so our plan this year was to compare the online versus the hybrid format to see if there was a significant difference from one semester to another.

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**SLO # 2 Results/Data** – [respond briefly to the [instruction](#) in the free response area]

**Provide** assessment data below. Include number of data points, totals, and/or calculations. Include the comparative data (previous cycle data) where needed.

Unfortunately, there was once again, only a small percentage of students enrolled in this course from the BSECCE degree. For Fall 2024 , there was only one (1) student enrolled and for Spring 2025 only two (2) students.

Based on this enrollment, For Fall 2024, one student (100%) was progressing towards expectations. For Spring 2025, two students (100%) met expectations.

For the total academic year, out of 3 students, one student (33%) was progressing towards expectations and two students (66%) met expectations.

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# UHCL - AY25 Assessment Report: Results, Summary, & Action Planning

## SLO # 2 Criterion Reporting – [choose one from the drop-down list]

Did your data, provided above, meet the criteria for success standard that you defined as listed above?

Partially, some parts/aspects did meet but not all.

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## SLO # 2 Use of Results/Data – [respond briefly to the instruction in each free response area]

1. **Summary of results:** Explain the connection and impact any change(s) that occurred between the prior assessment cycle(s) to this cycle as identified in results/data.

Our earlier concern that the format of the course might be a factor does not appear to be evident. It is important to note, with such small numbers the data is difficult to interpret. This course has students from multiple degrees . Each semester had over 13 students enrolled, however the majority of them are not from this degree.

2. **Action Planning:** Share the next steps or proposed changes as a result of having results/data.

As none of the students received “exceeds expectations in any of the criteria” and one student was at the “progressing “ level - we will need to ensure the assignment expectations are clearly covered and explained in a way that encourages more depth in the submissions. We will need to provide more resources/activities or examples to ensure the students meet this expectation and also evaluate the amount of time provided to students to complete the assignment, if that affects the detail/depth of the submissions.

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## SLO # 2 Budget Priority – [use the checkbox only if it applies]

Budgetary priority will be requested for this outcome (either as a new initiative support or a reallocation request) based on the need provided in the action planning above. This outcome must be measured in the next cycle to be considered for any budgetary priority.

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## SLO # 2 The Next Planning Cycle Action – [choose one from the drop-down list]

Choose what best applies to this outcome for the next cycle.

Not making changes - My area will continue to report on this outcome in the next cycle with no modifications.

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<b>Student Learning Outcome # 3:</b>	Candidates will modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.
<b>Method:</b>	In ECED 4307, evaluate the Lesson Study Field Experience Reflection.
<b>Criteria for Success:</b>	At least 80% of the students will receive a score of “Meets Expectations” or “Exceeds Expectations” on specific criteria of the Lesson Study Field Experience Reflection – Lesson Development.
<b>UHCL Strategic Plan Objective:</b>	13 - Improve UHCL Experience (Transcend)

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**Prior Year Action Planning** – [respond briefly to the [instruction](#) in the free response area]

**List** item(s) from prior year AY24 action planning that you implemented, partially implemented, or did not implement at all.

Last year we did not have two semesters of data. We only had a new full online format for the course. During the one semester. Four (4) candidates were assessed. Two candidates (50%) scored Exceeds Expectations, one candidate (25%) scored Meets Expectations, and one candidate (25%) scored “Progressing Towards Expectations”

We were concerned that the results may have reflected the new online format of the course and so our plan this year was to compare the online versus the hybrid format to see if there was a significant difference from one semester to another.

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**SLO # 3 Results/Data** – [respond briefly to the [instruction](#) in the free response area]

**Provide** assessment data below. Include number of data points, totals, and/or calculations. Include the comparative data (previous cycle data) where needed.

Unfortunately, there was once again, only a small percentage of students enrolled in this course from the BSECCE degree. For Fall 2024, there was only one (1) student enrolled and for Spring 2025 only two (2) students.

Based on this enrollment, For Fall 2024, one student (100%) was progressing towards expectations. For Spring 2025, one student (50%) met expectations and one student (50%) was progressing towards expectations.

For the total academic year, out of 3 students, one student (33%) met expectations and two students (66%) were progressing towards expectations.

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## SLO # 3 Criterion Reporting – [choose one from the drop-down list]

Did your data, provided above, meet the criteria for success standard that you defined as listed above?

No, the results did not meet the criteria for success.

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## SLO # 3 Use of Results/Data – [respond briefly to the instruction in each free response area]

1. **Summary of results:** Explain the connection and impact any change(s) that occurred between the prior assessment cycle(s) to this cycle as identified in results/data.

Our earlier concern that the format of the course might be a factor does not appear to be evident. It is important to note, with such small numbers the data is difficult to interpret. This course has students from multiple degrees . Each semester had over 13 students enrolled, however the majority of them are not from this degree.

2. **Action Planning:** Share the next steps or proposed changes as a result of having results/data.

As none of the students received “exceeds expectations in any of the criteria” and two out of three students were at the “progressing“ level - we will need to ensure the assignment expectations are clearly covered and explained in a way that encourages more depth in the submissions. We will need to provide more resources/activities or examples to ensure the students meet this expectation and also evaluate the amount of time provided to students to complete the assignment, if that affects the detail/depth of the submissions.

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## SLO # 3 Budget Priority – [use the checkbox only if it applies]

Budgetary priority will be requested for this outcome (either as a new initiative support or a reallocation request) based on the need provided in the action planning above. This outcome must be measured in the next cycle to be considered for any budgetary priority.

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## SLO # 3 The Next Planning Cycle Action – [choose one from the drop-down list]

Choose what best applies to this outcome for the next cycle.

Not making changes - My area will continue to report on this outcome in the next cycle with no modifications.

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<b>Student Learning Outcome # 4:</b>	Candidates will understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.
<b>Method:</b>	In ECED 4320, evaluate students' ability to plan and implement play-based activities that are responsive to the learning trajectories of young children and support the development of executive function skills for a Family Night Play workshop with families at a local early learning center.
<b>Criteria for Success:</b>	At least 80% of the students will receive a score in the “Meets Expectations” or “Exceeds Expectations” range on specific criteria of the Family Night Play Workshop Project - Family Engagement Plan and Play Plans.
<b>UHCL Strategic Plan Objective:</b>	13 - Improve UHCL Experience (Transcend)

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**Prior Year Action Planning** – [respond briefly to the instruction in the free response area]

**List item(s) from prior year AY24 action planning** that you implemented, partially implemented, or did not implement at all.

The action plan from AY24 indicated that the rubric used in this course captured the information needed for ongoing data collection required for NAEYC accreditation, so there was no need to make changes.

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**SLO # 4 Results/Data** – [respond briefly to the instruction in the free response area]

**Provide** assessment data below. Include number of data points, totals, and/or calculations. Include the comparative data (previous cycle data) where needed.

In Fall 2024, one (1) candidate was assessed and in Spring 2025 two (2) candidates were assessed for a total of three (3) candidates. All three (100%) of candidates scored “Meets or Exceeds Expectations” on the Family Night Play Workshop Project - Family Engagement Plan and Play Plans.

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**SLO # 4 Criterion Reporting** – [choose one from the drop-down list]

Did your data, provided above, meet the criteria for success standard that you defined as listed above?

Yes, met or exceeded.

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**SLO # 4 Use of Results/Data** – [respond briefly to the instruction in each free response area]

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1. **Summary of results:** Explain the connection and impact any change(s) that occurred between the prior assessment cycle(s) to this cycle as identified in results/data.

Assessment results indicate that 100% of students successfully demonstrated their ability to plan and implement play-based activities that are responsive to the learning trajectories of young children and support the development of executive function skills. This outcome reflects a significant strength in student preparation, particularly in translating theoretical knowledge of child development into practice and engaging families effectively in supporting children's learning.

No weaknesses were identified in this assessment cycle, as all students met the expectations outlined in the rubric. Opportunities for continued growth include exploring additional strategies to further differentiate activities for children with diverse developmental needs and expanding approaches to support family engagement.

2. **Action Planning:** Share the next steps or proposed changes as a result of having results/data.

Upon review of the assessment data, faculty determined that no changes to the rubric or data collection process were necessary. The rubric continues to provide the information required for evaluating student performance, and the data collected are essential for NAEYC accreditation. Because this Student Learning Outcome (SLO) is directly aligned with a required NAEYC standard, ongoing collection and reporting will continue to ensure compliance with accreditation requirements

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**SLO # 4 Budget Priority** – [use the checkbox only if it applies]

Budgetary priority will be requested for this outcome (either as a new initiative support or a reallocation request) based on the need provided in the action planning above. This outcome must be measured in the next cycle to be considered for any budgetary priority.

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**SLO # 4 The Next Planning Cycle Action** – [choose one from the drop-down list]

Choose what best applies to this outcome for the next cycle.

**Not making changes - My area will continue to report on this outcome in the next cycle with no modifications.**

Filename: A-COE-ECED-BS-AY25-R.docx

Outcome Order: 4

**END Student Learning Outcome # 4**

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Program/Department: Early Childhood Care and Education BS

Cycle: 2024-2025

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<b>Student Learning Outcome # 5:</b>	Candidates will understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning, and with the capacity to make choices.
<b>Method:</b>	In ECED 4322, evaluate specific criteria of students' cultural experiences reflection paper.
<b>Criteria for Success:</b>	At least 80% of the candidates will receive a total score in the “Meets Expectations” or “Exceeds Expectations” range on their Cultural Experiences Paper.
<b>UHCL Strategic Plan Objective:</b>	13 - Improve UHCL Experience (Transcend)

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**Prior Year Action Planning** – [respond briefly to the instruction in the free response area]

**List** item(s) from prior year AY24 action planning that you implemented, partially implemented, or did not implement at all.

The assignment in this course was changed from a Cultural Experiences paper to an Anti-Bias Education Toolkit. As stated in the AY24 action planning, this assessment better aligns with the NAEYC standards related to developmentally and culturally appropriate teaching practices. This new assessment reflects students' awareness and appreciation of young children's varied experiences, strengths, interests, abilities, challenges, and approaches to learning as influenced—in part—by their cultures. The assessment focuses on students' understanding and value of anti-bias education and their roles as anti-bias educators in the early childhood field.

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**SLO # 5 Results/Data** – [respond briefly to the instruction in the free response area]

**Provide** assessment data below. Include number of data points, totals, and/or calculations. Include the comparative data (previous cycle data) where needed.

Three (3) students were assessed over the period between Fall 2024 and Spring 2025. One (1) student was assessed in Fall 2024 and two (2) students were assessed in Spring 2025. Nine (9) criteria were evaluated.

In Fall 2024:

Criterion 1- Resources: Becoming an Anti-Bias Educator, 100% scored Exceeds Expectations; Criterion 2- For Teachers: Reflection, 100% scored Exceeds Expectations; Criterion 3- Resources: Anti-Bias Teaching Skills and Strategies, 100% scored Meets Expectations; Criterion 4- For Families: Reflection, 100% scored Exceeds Expectations; Criterion 5- Resources: Engaging Diverse Families, 100% scored Meets Expectations; Criterion 6- For Children: Reflection, 100% scored Meets Expectations; Criterion 7- Resources: Children's Learning and Development, 100% scored Meets Expectations; Criterion 8- Connecting with Community Reflection, 100% scored Meets Expectations; Criterion 9- Resources: Connecting with Community, 100% scored Meets Expectations.

In Spring 2025:

Criterion 1- Resources: Becoming an Anti-Bias Educator, 100% scored Exceeds Expectations; Criterion 2- For Teachers: Reflection, 50% scored Exceeds

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Expectations and 50% scored Meets Expectations; Criterion 3- Resources: Anti-Bias Teaching Skills and Strategies, 100% scored Meets Expectations; Criterion 4- For Families: Reflection, 50% scored Exceeds Expectations and 50% scored Meets Expectations; Criterion 5- Resources: Engaging Diverse Families, 100% scored Meets Expectations; Criterion 6- For Children: Reflection, 100% scored Meets Expectations; Criterion 7- Resources: Children's Learning and Development, 100% scored Meets Expectations; Criterion 8- Connecting with Community Reflection, 50% scored Exceeds Expectations and 50% scored meets Expectations; Criterion 9- Resources: Connecting with Community, 100% scored Meets Expectations.

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### SLO # 5 Criterion Reporting – [choose one from the drop-down list]

Did your data, provided above, meet the criteria for success standard that you defined as listed above?

Yes, met or exceeded.

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### SLO # 5 Use of Results/Data – [respond briefly to the instruction in each free response area]

1. **Summary of results:** Explain the connection and impact any change(s) that occurred between the prior assessment cycle(s) to this cycle as identified in results/data.

Even though we were not able to report on this SLO last year due to the inability to access the data during the transition from Blackboard to Canvas, we updated the way we assess this SLO. This change was based on a review of the assessment alignment with the updated NAEYC standards used for our national accreditation.

2. **Action Planning:** Share the next steps or proposed changes as a result of having results/data.

The assignment in this course was changed from a Cultural Experiences paper to an Anti-Bias Education Toolkit. The data indicates that 100% of students have met or exceeded expectations across all criteria; however, this assessment cycle includes data from only three students across two semesters. While this limits the ability to draw broad conclusions or identify trends, the results still provide meaningful information about individual learning progress and instructional impact.

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### SLO # 5 Budget Priority – [use the checkbox only if it applies]

Budgetary priority will be requested for this outcome (either as a new initiative support or a reallocation request) based on the need provided in the action planning above. This outcome must be measured in the next cycle to be considered for any budgetary priority.

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### SLO # 5 The Next Planning Cycle Action – [choose one from the drop-down list]

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Choose what best applies to this outcome for the next cycle.

Continued with changes - My area will continue to report on this outcome in the next cycle with modifications.

Filename: A-COE-ECED-BS-AY25-R.docx

Outcome Order: 5

**END Student Learning Outcome # 5**

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Cycle: 2024-2025

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<b>Student Learning Outcome # 6:</b>	Candidates will understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.
<b>Method:</b>	In ECED 4308, evaluate the candidate's ability to demonstrate an understanding of young children's characteristics through an appropriate description of the typical development across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.
<b>Criteria for Success:</b>	At least 80% of the students will receive "Meets Expectations" or "Exceeds Expectations" range on specific criteria of the Thematic Unit Reflection.
<b>UHCL Strategic Plan Objective:</b>	13 - Improve UHCL Experience (Transcend)

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**Prior Year Action Planning** – [respond briefly to the [instruction](#) in the free response area]

**List item(s)** from prior year AY24 action planning that you implemented, partially implemented, or did not implement at all.

Last year there was no date for the course as the course was cancelled.

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**SLO # 6 Results/Data** – [respond briefly to the [instruction](#) in the free response area]

**Provide assessment data below.** Include number of data points, totals, and/or calculations. Include the comparative data (previous cycle data) where needed.

In the Spring of 2025, there were only three (3) BSECCE students who completed the course. Two students had failed the course and had stopped attending and did not submit the assignment. Their data was not included as there was no rubric/assignment completed. Of the three that completed the assignment, 100% met or exceeded expectations for the specific criterion of the Thematic Unit Reflection.

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**SLO # 6 Criterion Reporting** – [choose one from the drop-down list]

Did your data, provided above, meet the criteria for success standard that you defined as listed above?

Yes, met or exceeded.

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**SLO # 6 Use of Results/Data** – [respond briefly to the instruction in each free response area]

1. **Summary of results: Explain** the connection and impact any change(s) that occurred between the prior assessment cycle(s) to this cycle as identified in results/data.

As there was no data from the previous year, there was not a connection made to the prior cycle.

2. **Action Planning: Share** the next steps or proposed changes as a result of having results/data.

Although 100% of the students, met or exceeded expectations, the data did reveal that most of the students did not “exceed expectaions” in the criteria that related to assessment. An evaluation of instructions/lessons related to the assessment portion of the activities will be reviewed for improvements.

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**SLO # 6 Budget Priority** – [use the checkbox only if it applies]

Budgetary priority will be requested for this outcome (either as a new initiative support or a reallocation request) based on the need provided in the action planning above. This outcome must be measured in the next cycle to be considered for any budgetary priority.

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**SLO # 6 The Next Planning Cycle Action** – [choose one from the drop-down list]

Choose what best applies to this outcome for the next cycle.

Not making changes - My area will continue to report on this outcome in the next cycle with no modifications.

Filename: A-COE-ECED-BS-AY25-R.docx

Outcome Order: 6

**END Student Learning Outcome # 6**

# UHCL - AY25 Assessment Report: Results, Summary, & Action Planning

## Guiding Information and Questions to Consider

**Prior Year Action Planning** – [respond briefly to the instruction in the free response area]

Plan owners may need to refer to AY24 report for this field. The plan owner will provide a list of actions completed, not completed, or added. **List item(s) from prior year AY24 action planning** that were implemented, partially implemented, or were not implemented at all. Indicate any other NEW actions implemented that were not in the previous report (you may include sources of data e.g. indirect data sources or reasons for the change in actions) that are directly related to this program outcome. **Questions to consider:** What was stated as actions to be done to address continuous improvement in the previous reporting? What was the area able to change between years?

**Results/Data** – [respond briefly to the instruction in the free response area]

Plan owners need to share actual data and results. This is not a calculation or summary. **Provide assessment data in the box.** Include number of data points, totals, and/or calculations. Include the comparative data (previous cycle data) where needed. Be sure to provide the results/data that will lead to your criterion reporting of “Met”, “Partially met”, or “Not met” based on your criteria for success above. Do not include images of data. This is a statement of the data; no questions are considered here.

**Criterion Reporting** – [choose one from the drop-down list]

Plan owners need to provide how to mark this outcome. When the data, provided above, met the criteria for success standard that was defined at the start of the year select “Yes, met or exceed”. When the data did not meet the criteria select “No, the results did not meet the criteria for success”. Select “Partially, some parts/aspects did meet but not all” only when the results/data demonstrate that the data in a semester/term did meet but in another that it did not meet the criteria for success.

**Use of Results/Data** – [respond briefly to the instruction in both free response areas]

1. In the summary of results, use the box to **explain the connection and impact any change(s) that occurred between the prior assessment cycle(s) to this cycle as identified in results/data.** **Questions to consider:** What was learned through the assessment of this outcome? What are data revealing about the strengths, weaknesses, and/or opportunities (focus on the students, faculty, staff, program, and/or department that are impacted, for an SLO course content may be a focus)? Connect any change(s) that occurred between the prior assessment cycle(s) to this cycle as seen in the effect on data (please specify the change made or that no change was made after last cycle); include the impact this change had on the data this cycle (focus on any improvement(s) in data over previous cycle(s) or indicate if no change was seen).
2. Under action planning use the box to **share the next steps or proposed changes as a result of having data.** **Questions to consider:** How will the information/data be used to improve performance, make changes, and/or change direction? Is additional assessment, information, or evidence needed to understand how well programs and departments are achieving goals or learning is occurring?

**Budget Priority** – [use the checkbox only if it applies]

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Budgetary priority is only checked when priority will be requested for the outcome. Priority can mean either as a new initiative support or a reallocation request. This is based on the need provided in the action planning box. This outcome must be measured in the next cycle to be considered for any budgetary priority. This does not mean that a budget priority will be submitted. Budget priority and requesting will need to occur outside of the assessment cycle.

### **The Next Planning Cycle Action** – [choose one from the drop-down list]

Plan owners need to provide how this outcome will be seen in the next year's plan. When continuing to measure the outcome select either "Not making changes - My area will continue to report on this outcome in the next cycle with no modifications." or "Continued with changes - My area will continue to report on this outcome in the next cycle with modifications." When no longer measuring the specific outcome select "Discontinued - My area will no longer report on this outcome and may or may not replace it with another."