

**Student Outcomes Assessment and Success Report AY2020-21**

Consult with your college dean’s office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.

Unit/Program Name: M.Ed. Administration & Supervision

Contact Name(s) and Email(s) Bobbie Jo Monahan [bobbiejo.monahan@indstate.edu](mailto:bobbiejo.monahan@indstate.edu)

**Part 1a: Summary of Student Learning Outcomes Assessment**

**NOTE: If data is missing due to COVID-19 transition issues, please describe these issues, their impact on your ability to assess student learning, and what, if anything, will change as a result.**

<b>a. What learning outcomes did you assess this past year?</b>  If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.	<b>b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</b>	<b>c. What were your expectations for student performance?</b>	<b>d. What were the actual data/results?</b>	<b>e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year’s report? Can expand on this in Part 2.</b>
<p>1. <b>NELP 1.1</b> Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.</p> <p>Aligned with Graduate Student Learning Outcome:</p> <p>G2. Engage in and meaningful contribute to diverse and complex communities and professional environments.</p>	<p>During the internship, EDLR 758 interns undertake one major action research project that will help a school wide issue at the host school of their internship.</p>	<p>80% of students would be at meets or exceeds level.</p>         <p>80% of students will earn a B or above.</p>	<p><b>Fall 2020</b></p> <p>10/23 Meets Expectations</p> <p>13/23 Exceeds Expectations</p> <p>100% of students were at the Meets or Exceeds level</p> <p><b>Spring 2021</b></p> <p>10/22 Meets Expectations</p> <p>13/22 Exceeds Expectations</p> <p>100% of students were at the Meets or Exceeds level</p>	<p>While all of our candidates are meeting the expectations in both the exceeds and meets levels, several changes were made in the course assignments over the summer to ensure diverse learning environments are studied and provided strategies and skills.</p> <p>One example would include the assignment in EDLR 681 Principal course, which focused on candidates researching, planning, and providing professional development to the staff, both in-person and virtually.</p>

	<p>An assignment in EDLR 681- Analysis of School Improvement Plan &amp;/or Professional Learning Community, focuses on students analyzing their current schools improvement plan.</p>		<p>All students earned an A on the assignment.</p>	
<p>2. NELP 7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.</p> <p><b>Aligned with Graduate Student Learning Outcome:</b></p> <p>G4. Students achieve mastery of the knowledge required in their discipline or profession.</p>	<p>Internship course grades.</p> <p>Component 7.1 on the Internship Evaluations-completed by the site-supervisors.</p>	<p>80% of students would earn a B or higher</p> <p>80% of students would Meet or Exceed</p>	<p>All interns earned A's for the Fall 2020 and Spring 2021 semesters.</p> <p><b>Fall 2020</b></p> <p>10/18 Meets Expectations</p> <p>4/18 Exceeds Expectations</p> <p>2/18 Developing</p> <p><b>Spring 2021</b></p> <p>11/16 Meets Expectations</p> <p>4/16 Exceeds Expectations</p> <p>1/16 Developing</p>	<p>The EDLR M.Ed. Faculty will discuss the outcome of the Intern Evaluation administered to On- site Mentors/Supervisors of interns in early November and early April and the need for curriculum course adjustments for program changes and modifications in monthly K-12 meetings.</p> <p>During the last reporting period when faculty reviewed this data, no changes were needed at this time due to the program's new transition to the programs accreditation standards. However, we will continue to review and discuss data each semester.</p>

<p>3. NELP Standard 7: Building professional Capacity - Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.</p> <p>NELP Standard 6: Operations and Management - Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.</p>	<p>Pearson (039) School Administrator- Building Level License Assessment – Domain 03 and 05</p>	<p>80% of students will pass Domain 03 and 05</p>	<p>Candidate test takers n = 24</p> <p>Mean Score = 237.6</p> <p>ISU Pass Rate = 79%</p> <p>State Pass Rate = 86%</p>	<p>Students did not meet the expectation of pass scores, however moving forward, the transition from Pearson to the ETS system will be a positive for our students due to the current content and test prep resources.</p> <p>Domain III-Personal Behavior and Relationships</p> <p>Domain V-Organizational, Operational, Resource Management Were below the state average and at this time no changes will be made due to transitioning to the new state assessment.</p>
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<p><b>Aligned with Graduate Student Learning Outcome:</b></p> <p>G5. Achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.</p>				
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Note: If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.

Helpful Hints for Completing this Table

- a. Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
- b. Each outcome should be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam should be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses. Describe or attach any evaluation tools such as rubrics, scales, etc.
- c. Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark.)
- d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., 85% of the 25 students whose portfolios were reviewed met the established benchmark).

**Part 1b: Review of Student Success Data & Activities**

Use [Blue Reports](#) to generate the following information (as well as any other information helpful to you). A dashboard has been created in the Chairs view:

- 1) Cohort Sizes FALL 2020- 36
- 2) Year-to-Year Retention is 100% from Fall 2020 to Fall 2021.
- 3) 5-Year Graduation Rate (undergraduate); Average time to completion (graduate)  
Each student is on a different path to completion. Some students take 24 months and some 18 months, depending on coursework and degrees completed prior to applying.

What worked well in supporting student success this year?

The results of the representative assessments indicate the curriculum, instruction, and overall teaching/learning environment is supporting student success by addressing the expectations of both the ELCC standards and the Indiana building-level leadership professional standards. These standards and the curriculum focus on essential student needs to develop specific skills in collaborating, accountability, and professional development in curriculum, instruction, and assessment, as well as emphasizing the essentials of professionalism, ethics, interpersonal skills, problem solving, critical thinking, and assessing emerging trends. The survey data from site supervisors at the end of the capstone experience for the program strongly suggests that our students know and understand these essentials. The College has developed a new strategic plan, which clearly focuses on student success. The program assessment of student learning outcomes clearly supports the College's emphasis on student success.

In addition, the qualitative data from class discussions and course evaluations, current leadership issues, and discussions with former interns and mentors, several new assignments were created in two courses to ensure students were exposed to experiences and opportunities. The following assessments/assignments were added:

- Current school Teacher Evaluation Analysis
- Current School Improvement/Professional Learning Community Analysis
- Current school New Teacher Induction/Onboarding Analysis
- Current school Mission/Vision Procedure Analysis

The feedback has been outstanding.

Qualitatively, the responses from students in all courses and the Principal Internship Experience have been overwhelming positive (Blue Course Ratings). The advisement and mentoring throughout the program continues to be strong (consistent numbers in the program annually, Spring 2017-57 students, Fall 2017-50 students, Spring 2018-52 students, Fall 2018-53 students, Spring 2019-56 students, Fall 2019-41 students, Spring 2020-41 students, Fall 2021-29 students, and Spring 2021-49 students).

The program is currently year-round open enrollment. The culminating experience is at the end of the program-The Internship. At this time, the students in the program become a cohort of interns for both fall and spring consecutive semesters. Several students may have summer courses to complete the program after the internship experience. In addition, several students in the program have a master's degree and are seeking certification only, so they may not need as many courses as those seeking the Master of Education.

Blue Reports does not identify the Non-Degree students who are part of the internship cohort as separate, therefore, it is difficult to identify those students who are either on the Non-Degree track or have courses to complete the program after the internship.

One way to improve the tracking of the program completers and retention rate, would be to track all students internally and identify those who complete and when, and those who are Non-Degree seeking certification only.

What are the most significant opportunities for improvement upon which to focus in the coming year?

Not only did the national standards change, but the licensure assessment will change as well as of July 2021. Curriculum, Instruction, and Assessment discussions will continue in K-12 meetings, stakeholder meetings (see Recruitment Plan and Activities below), and student feedback will all play an important part in future program planning. In addition, a recruitment plan has been developed and is being

implemented that evidences our commitment to diversifying the educational leadership ranks in Indiana. Although program enrollments remain healthy, it is largely due to self-selection and predominately white in terms of race. Program selectivity criteria should be addressed with heightened expectations for GPA (i.e., from 2.5 to 3.0). A crosswalk will need to occur as the program migrates from ELCC to NELP Standards. This migration will entail changing all rubrics and course syllabi in which the Standards are addressed.

## Part 2: Continuous Quality Improvement

**Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:**

1) Using the site mentor qualitative data feedback regarding completers, the following comments were shared:

*“(Student) is strong supporter and advocate to ensure equity in education for the students in our care. She is working on improving our rapport with the local public school district related to special education for our students.”*

*“(Student) is doing an outstanding job with her internship. In her role as school counselor she is able to devote time to learning the administrative side of school. She has worked closely with me for years and has many experiences and knowledge to be a successful administrator if she chooses. She would be a great choice to replace me at the end of the year if that is what she wants.”*

*“(Student) has done a great job this semester of learning about the curriculum, instruction, and assessment side of being a principal. She is working hard to learn more about the human capital and business demands of being an administrator. She's done a terrific job!”*

*“(Student) does a great job. He has great leadership experience from his past experiences, and he brings that wisdom and knowledge into the school setting. He's data-drive, curious, and honest. There are a few areas on the rubric that he hasn't had a chance to experiences, but when he does, I'm confident he will be successful.”*

As evidenced above by the qualitative responses, students are learning and growing with more hands-on experiences and opportunities during their internship. We will continue to work closely with site mentors to ensure our students are gaining diverse opportunities in their internship experiences. Per the student quantitative and qualitative feedback:

FALL 2020	#Students	Eval.%
EDLR 758	8	5.00
EDLR 758	8	5.00
EDLR 793	8	5.00
EDLR 793	8	5.00

SPRING 2021	#Students	Eval.%
EDLR 758	16*	5.00
EDLR 793	16*	4.97
EDLR 681	18	4.84
EDLR 683	18	4.98

*“I learned well in the course as it was.”*

*“The instructor was excited about the material.”*

*“This class is amazing!! I love how much they get to know us and work with us.”*

*“I think some ongoing discussions where we could ask questions about pressing topics in “real time.” We could choose topics from our journals or pose questions to solve problems. Topics could focus on principal standards and indicators to focus our thinking and journaling for the week as well.”*

*“Every aspect of this class was wonderful. Dr. “” is fantastic. I believe she makes every student feel supported while learning what it takes to become an educational leader. Her feedback is excellent.”*

*“The class syllabus was detailed with information that allowed students to know exactly what was required for the class. You could also work ahead and that was a bonus.”*

*“Learning new teaching strategies. Improve my skills on assessment and evaluation. Share our experiences as teachers or schools leaders.”*

*“Engagement and professor feedback.”*

*“Dr. “” is very enthusiastic and uses real world examples for application in our future experiences in Educational Leadership! Her passion for training educators shines through in each and every session and assignment!”*

*“The best thing about this course was how involved Dr. “” was. The books we were assigned were fantastic! I appreciate her feedback and look forward to hopefully having her as a professor again!”*

*“Class discussions! Dr. “” facilitated very engaging and informational discussions for the class.*

*I really liked this course and feel that I gained more practical and applicable skills through our material and discussions.”*

*“I think some ongoing discussions where we could ask questions about pressing topics in “real time.” We could choose topics from our journals or pose questions to solve problems. Topics could focus on principal standards and indicators to focus our thinking and journaling for the week as well.”*

In response to the last comment, EDLR has partnered with Indiana Association of Principal to offer students a membership for the school year of 2021-2022, invite the Director to present to the students during the Saturday Seminar current legislature issues and events, and will participate in the Aspiring Principal Conference.

## 2)See Part 1a

A summary of the Graduate Student Objectives focused on aligning the Administration and Supervision M.Ed. Programmatic analysis of coursework includes:

- Graduate Learning Objective G2-Engage in and meaningful contribute to diverse and complex communities and professional environments. One example would include the assignment in EDLR 681 Principal course, which focused on candidates researching, planning, and providing professional development to the staff, both in-person and virtually.
- Graduate Learning Objective G4- Students achieve mastery of the knowledge required in their discipline or profession. The EDLR M.Ed. Faculty will discuss the outcome of the Intern Evaluation administered to On- site Mentors/Supervisors of interns in early November and early April and the need for curriculum course adjustments for program changes and modifications in monthly K-12 meetings.
- Graduate Learning Objective G5- G5. Achieve mastery of the skills (including using appropriate tools) required in their discipline or profession. Students did not meet the expectation of pass scores, however moving forward, the transition from Pearson to the ETS system will be a positive for our students due to the current content and test prep resources. Note that Domain III-Personal Behavior and Relationships Domain V-Organizational, Operational, Resource Management were below the state average and at this time no changes will be made due to transitioning to the new state assessment.

3)As the program director and instructor, I have consistently continued to develop, articulate, and discuss the importance of a professional working relationship between the site supervisor/mentor and the intern. I will continue to collaborate with all EDLR faculty, including adjunct experts who teach in the program. In addition, the EDLR Internship Supervisors will facilitate the relationship between the site supervisor/mentor and the intern by

communicating internship expectations. Student feedback regarding this assessment has been positive due to the practicality and current usefulness to enhance the candidates' knowledge and preparedness for the Pearson Building- Level Assessment and future leadership positions. As we plan for next years' curriculum, instruction, and assessment alignment with the student learning objectives, we will review student feedback, course grades, and current graduate student learning objectives listed in Part 1a (G2, G4, G5) and make data-driven decisions and changes as needed.

4) At each event we shall collect information from attendees relative to; 1) the state of educational matters in their region, 2) the state of diversity in selecting administrators, 3) reasons administrators leave the profession, and 4) potential strategies we may take away from those in the field as we build our knowledge base of how to better serve the State of Indiana and continue to report-out current program and department strengths and opportunities for growth. We shall incorporate this information into our future strategies, building a baseline for this academic year to be compared with 2021-2022 data, relative to the stated goals.

## **Appendix A: K-12 Recruitment and Strategic Enrollment Planning**

### **Department of Educational Leadership K-12 Recruitment and Strategic Enrollment Planning Academic Year 2021-2022 and 2022-2023**

The K-12 leadership preparation programs in The Department of Educational Leadership (EDLR) are committed to diversifying the students we serve. We propose, as part of the BCOE Strategic Plan, a recruitment plan to direct our efforts at attracting, admitting, and retaining targeted populations in relationship to societal demographics, which includes aspiring leaders who are non-white and non-male. In doing so, we affirm the considerable body of research related to race, ethnicity, and gender as historically underrepresented or minoritized persons.

Goal: To address the ever-changing needs of rigorous and relevant educational leadership programs, K-12 faculty will address the issue of diversity enhancement required for program improvement; recruitment and program revision.

EDLR Recruitment Plan Goal: The M.Ed., Ed.S., and PhD. Programs will recruit, admit, and retain a diverse student body.

Recruitment Plan Goals:

1. Increase minoritized admission applications by 20% in Fall of 2021, relative to data collected in the 2020-2021 academic year.
2. Of the minoritized applications received in the 2019-2020 academic year, 50% will result in program enrollment.



3. One-hundred percent of minoritized candidates will be retained from those enrolled in 2019-2020 to the academic year 2020-2021.

### **Action #1**

Literature has identified personal contact with faculty as an effective recruitment tool for students of color. Further, persistent efforts to recruit in diverse communities has been shown to be effective in increasing candidate pools. As such, four regional recruitment dinners, strategically focused in urban and metropolitan areas will occur. More specifically, targeted recruitment activities will occur in:

- Gary/Hammond (May 2022)
- Indianapolis (November 2021, at IASP)
- Evansville (January 2022)
- Fort Wayne (March 2022)

EDLR program graduates, PhD. Students, Principal Internship Candidates, Educational Specialist students, and building and district leader alumni will be invited to bring a potential minoritized leadership candidate and other interested persons to the regional dinner, sponsored by the EDLR Department. It was proposed to the School of Graduate and Professional Studies (CGPS) that if an interested person attending one of the dinners applies to the M.Ed. or Ed.S. Programs within 30 days of contact, the application fee will be waived. CGPS has responded that they are willing to consider charging the application fee, but refunding it in the form of a scholarship once enrolled. This offer would be limited to only those admission efforts tied to this plan.

At each event we shall collect information from attendees relative to; 1) the state of educational matters in their region, 2) the state of diversity in selecting administrators, 3) reasons administrators leave the profession, and 4) potential strategies we may take away from those in the field as we build our knowledge base of how to better serve the State of Indiana. We shall incorporate this information into our future strategies, building a baseline for this academic year to be compared with 2021-2022 data, relative to the stated goals.

### **Specifics**

#### **Must-have's and Building Blocks**

1. Brand Appeal and Vendor Presentation – Table coverings, Signage, Flags, Electronic Presence and Interactive Technology, and Adornments (Need to examine what we have and make purchase of competitive fixtures with visual/substantive appeal).
2. Strategic Plan for Conference Presence.
3. Strategic Plan for Dinner Event Recruiting Events (Grow-Your Own, Diversified, and Intentionally Pre-M.Ed.).
4. Strategic Plan for Local, Grow-Your Own Building and Leadership Development
5. Finance Acquisition and Smart Spending for Recruitment Travel and Event Hosting.

#### **Conference Presence**

- Indiana Association of School Principals (IASP) Annual Conference
- Indiana Association of School Administrators Annual Conference
- IASP Aspiring Principals Conference (Sponsoring Emerging Leaders Pre-Conference Event)
- Indiana Black Expo Recruiting/Sponsorship/Vendor Presence and Attendance
- Illinois School Principals Annual Conference
- Indiana ASCD Annual Meeting
- Illinois ASCD Annual Meeting
- Michigan Association of Public School Academies (MAPSA) Annual Conference
- Any Midwest National Educator Conferences

**Hosted Dinner Possibilities with Former Alumni** (Future Administrators Selected for Event)

- Lawrence Township – Shawn Smith
- South Bend – Todd Cummings and Tessa Sutton
- Hammond – Scott Miller
- Fort Wayne – Oscar Underwood
- East Chicago – Esther Goode
- Logansport – Michelle Starkey
- Valparaiso – Bonnie Stevens, Principal, Heavilin Elementary School, Valparaiso Community Schools
- Evansville – Bryan Perry, Assistant Superintendent of Human Resources, Evansville Vanderburgh School Corporation
- Jasper – Tracy Lorey, Superintendent at Greater Jasper Consolidated Schools
- Westfield – Paul Kaiser, Superintendent, Westfield Washington Schools
- Eastern Indiana – Rob Moorhead, Superintendent, South Ripley Community School Corporation
- Switzerland County – Rod Hite, Superintendent, Switzerland County School Corporation
- Warsaw, David Hoffert, Superintendent, Warsaw Community Schools

Thank you so much for sharing your assessment process and findings for AY 2020-21 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment practice and use in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President’s Office and the Provost’s team.

Sincerely,

Kelley (x7975)

Program: M.Ed. Administration & Supervision	Overall Rating: Mature (2.38/3.00)
Strengths	Recommendations
<ul style="list-style-type: none"> <li>• Aligned Graduate Student Learning Outcomes are included in the report, demonstrating the connection to CGPS’s expectations for graduate-level work.</li> <li>• Assessments are taken from a variety of sources and point throughout the curriculum, including multiple courses, internship sites, and standardized professional exams. This should provide faculty with a great mix of insights about student learning.</li> <li>• Great use of internship site supervisor feedback as part of the measure of student learning.</li> <li>• Expectations for student performance are clear and appropriate.</li> <li>• Actual student performance data is clearly presented and broken down by semester for clear analysis. Language such as “exceeds expectations” and “meets expectations” in relation to student performance suggests the use of a rubric as a method of providing better insight and consistency in grading.</li> <li>• Good information is provided about how faculty continue to improve course content and delivery, even though student performance is strong, to ensure they get exposure to diverse settings and the preparation they need.</li> <li>• It is clear from the narrative in Part 2 that information is shared with others and that others contribute to planning based on findings.</li> </ul>	<ul style="list-style-type: none"> <li>• I am assuming the NELP Standards are the same language as the program learning outcomes (this is a practical approach). Just make sure to clarify (a brief note, notations of LO1/NELP1, etc).</li> <li>• If you are using a rubric, just make sure to note that for clarification. Also, be sure that the data reported reflects only the scores for the dimension on the rubric that aligns with the learning outcome in question, rather than the overall score from the rubric (unless the entire rubric pertains to the outcome in question).</li> <li>• For #2 it is noted that Internship course grades were used to measure learning relative to the outcome. Since I don’t have the specific language of the program outcome in the report, it’s hard for me to give effective feedback, but course grades are rarely the best measure of learning regarding a specific outcome, unless the entire final grade in the course is reflective only of that specific outcome. In the case of internships, this might be the case. A little more information would help to clarify if this is a good measure or if it is more indirect.</li> <li>• Double check the Fall 2020 data for #2 – it says there were 18 students, but only 16 students are represented in the data.</li> </ul>

Evaluation Criteria	3 Exemplary	2 Mature	1 Developing	0 Undeveloped
<p><b>Student Learning Outcomes</b></p>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes directly integrate institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>More than one outcome is assessed this cycle, and rationale is provided for why they were selected for assessment.</p>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes support institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcome is assessed this cycle.</p>	<p>Learning outcomes are identified and alignment with courses is demonstrated.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcomes is assessed this cycle.</p>	<p>No learning outcomes are identified, and/or alignment of learning outcomes to courses is not demonstrated (e.g. – curriculum map).</p>
<p><b>Performance Goals &amp; Measures</b></p>	<p>Performance goals are clear and appropriate, and rationale is provided for why these were selected.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and rationale and examples are provided (e.g. – rubrics, checklists, exam keys). Most are direct measures, and their design enhances the validity of findings.</p> <p>Licensure exams and high-impact practices are reflected in measures (if applicable).</p>	<p>Performance goals are clear and appropriate.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and examples are provided (e.g. – rubrics, checklists, exam keys). At least one direct measure is included.</p>	<p>Performance goals are identified with little rationale or clarity.</p> <p>Identified measures are poorly suited to performance goals, underdeveloped, or are solely indirect measures.</p>	<p>No goals for student performance of learning outcomes are identified, and/or no measures are provided.</p>

<p><b>Analysis &amp; Results</b></p>	<p>Data collection process is clear and designed to produce valid/trustworthy results. The process is useful to those collecting and/or interpreting data.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with thoughtful discussion of analysis and description of conclusions that can be drawn.</p>	<p>Data collection process is clear and designed to produce valid/trustworthy results.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with some discussion of analysis.</p>	<p>Description of data collection is unclear as to process and quality. <i>(some cases – see feedback)</i></p> <p>Some data is collected and analyzed with little rationale or description.</p> <p>Some results are provided with no discussion of analysis.</p>	<p>No information is provided about the data collection process, and/or no data is being collected.</p> <p>No results are provided.</p>
<p><b>Sharing &amp; Use of Results for Continuous Improvement</b></p>	<p>A plan for sharing information and included program faculty and appropriate staff in discussion and planning is detailed and enacted. Outcomes and results are easily accessible on the program website or other appropriate designated area.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection is offered about results or plans moving forward, and compares prior year plans to current outcomes in an effort to foster continuous improvement as a result of assessment process.</p>	<p>A plan for sharing information broadly across program faculty is detailed and enacted.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection is offered about results or plans moving forward.</p>	<p>Information is provided about sharing results, but sharing is limited in scope or content.</p> <p>Plans for improvement or change based on results are incomplete, vague, or not clearly connected to results.</p> <p>Little reflection is offered about results or plans moving forward.</p>	<p>No information is provided about sharing results and/or plans for improvement or change based on results.</p> <p>No evidence of reflection on results is provided.</p>
<p><b>Overall Rating</b></p>	<p><input type="checkbox"/> Exemplary</p>	<p><input checked="" type="checkbox"/> Mature</p>	<p><input type="checkbox"/> Developing</p>	<p><input type="checkbox"/> Undeveloped</p>