Student Outcomes Assessment and Success Report AY2017-18 ***Completed reports due from the dean to the Assessment Office via Blackboard by October 15. Deans, assessment coordinators, and/or department chairs set their own internal deadlines for material review and request for refinement if not suitably addressing questions.***

Unit/Program Name: Educational Technology **(Graduate)** **Contact Name(s) and Email(s)** Li-Wei Peng; Li-Wei.Peng@indstate.edu

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary. Templates are available on the assessment website.

Part 1a: Summary of Assessment Activities

a. What learning outcomes did you assess this past year? **If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.**	**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?**	**c. What were your expectations for student performance?**	**d. What were the actual data/results?**	**e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report?**
ISTE Standard 1 Visionary Leadership Candidates inspire and participate in the development and implementation of a shared vision for the comprehensive integration of technology to promote excellence and support transformational change throughout the instructional environment. **AECT Standard 4 Professional Knowledge and Skills** Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.	Students will develop and conduct an *Instructional Design Project* which requires students to design and develop one or more lessons or modules on a topic of strategic importance to the curriculum of the local school or workplace in the course *CIMT 620*. Students will create a strategic *School or Workplace Technology Plan* that explains how the local school or workplace will go about achieving strategic goals by using technology to provide instruction, collect data, and evaluate results in order to determine the extent to which standards have been met in the course *CIMT 640*.	80% of Students Score 80% or Above	100% (21 out of 21 – ISTE; 10 out of 10 AECT) students earned a score of 80/100 or better. The average score was 97.16/100 in the course *CIMT 620*. 100% (2 out of 2 – ISTE; 4 out of 4 AECT) students earned a score of 80/100 or better. The average score was 97.5/100 in the course *CIMT 640*.	In the previous year, the program has redesigned the Assessment Plan and Rubric by aligning both the 2012 ISTE Standards for the Preparation of Technology Coaches and 2012 AECT Standards. The program will be looking at the Assessment Plan (both the Student Outcomes and the indicators to determine student success) in an effort to ensure that the program will continue to meet the needs of students and the requirements of department, university, state, and CAEP.

Graduate Student Learning Goal 1 Students demonstrate professional communication proficiencies.				
ISTE Standard 2 Teaching, Learning, & Assessments Candidates assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students. **AECT 2 Content Pedagogy** Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy. **Graduate Student Learning Goal 2** Students engage in and meaningfully contribute to diverse and complex communities and professional environments.	Students will develop and conduct an *Instructional Design Project* which requires students to design and develop one or more lessons or modules on a topic of strategic importance to the curriculum of the local school or workplace in the course *CIMT 620*. Students will compose a *Needs Assessment* containing a literature review that establishes the need for school or building-level improvements in the educational technology infrastructure, including teacher professional development, research-based best practices, and learner characteristics of all students in the course *CIMT 630*. Students will create a strategic *School or Workplace Technology Plan* that explains how the local school or workplace will go about achieving strategic goals by using technology to provide instruction, collect data, and evaluate results in order to determine the extent to	80% of Students Score 80% or Above	100% (21 out of 21 – ISTE; 10 out of 10 AECT) students earned a score of 80/100 or better. The average score was 97.16/100 in the course *CIMT 620*. 100% (6 out of 6 – ISTE; 2 out of 2 – AECT) students earned a score of 80/100 or better. The average score was 97.5/100 in the course *CIMT 630*. 100% (2 out of 2 – ISTE; 4 out of 4 AECT) students earned a score of 80/100 or better. The average score was 97.5/100 in the course *CIMT 640*.	In the previous year, the program has redesigned the Assessment Plan and Rubric by aligning both the 2012 ISTE Standards for the Preparation of Technology Coaches and 2012 AECT Standards. The program will be looking at the Assessment Plan (both the Student Outcomes and the indicators to determine student success) in an effort to ensure that the program will continue to meet the needs of students and the requirements of department, university, state, and CAEP.

	which standards have been met in the course *CIMT 640*.			
ISTE Standard 3 Digital-Age Learning Environments Candidates create and support effective digital-age learning environments to maximize the learning of all students. **AECT 3 Learning Environments** Candidates facilitate learning by creating, using, evaluating, and managing effective learning environments. **Graduate Student Learning Goal 3** Students recognize and act on professional and ethical challenges that arise in their field or discipline.	Students will create a *Multimedia eLearning Environment* incorporating multiple types of technology tools for active and collaborative learning in the course *CIMT 543*. Students will develop and conduct an *Instructional Design Project* which requires students to design and develop one or more lessons or modules on a topic of strategic importance to the curriculum of the local school or workplace in the course *CIMT 620*. Students will compose a *Needs Assessment* containing a literature review that establishes the need for school or building-level improvements in the educational technology infrastructure, including teacher professional development, research-based best practices, and learner characteristics of all students in the course *CIMT 630*.	80% of Students Score 80% or Above	83% (5 out of 6 – ISTE; 0 out of 0 – AECT) students earned a score of 80/100 or better. The average score was 88/100 in the course *CIMT 543*. 100% (21 out of 21 – ISTE; 10 out of 10 AECT) students earned a score of 80/100 or better. The average score was 97.16/100 in the course *CIMT 620*. 100% (6 out of 6 – ISTE; 2 out of 2 – AECT) students earned a score of 80/100 or better. The average score was 97.5/100 in the course *CIMT 630*.	In the previous year, the program has redesigned the Assessment Plan and Rubric by aligning both the 2012 ISTE Standards for the Preparation of Technology Coaches and 2012 AECT Standards. The program will be looking at the Assessment Plan (both the Student Outcomes and the indicators to determine student success) in an effort to ensure that the program will continue to meet the needs of students and the requirements of department, university, state, and CAEP.
ISTE Standard 4 Professional Development & Program Evaluation Candidates conduct needs assessments, develop technology-related professional learning	Students will compose a *Needs Assessment* containing a literature review that establishes the need for school or building-level improvements in the educational technology	80% of Students Score 80% or Above	100% (6 out of 6 – ISTE; 2 out of 2 – AECT) students earned a score of 80/100 or better. The average score was 97.5/100 in the course *CIMT 630*.	In the previous year, the program has redesigned the Assessment Plan and Rubric by aligning both the 2012 ISTE Standards for the Preparation of Technology Coaches and 2012 AECT

programs, and evaluate the impact on instructional practice and student learning. **AECT 1 Content Knowledge** Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes. **Graduate Student Learning Goal 4** Students achieve mastery of the knowledge required in their discipline or profession.	infrastructure, including teacher professional development, research-based best practices, and learner characteristics of all students in the course *CIMT 630*. Students will complete an *Experiential Learning (Practicum)* at a local school or workplace and submit a *National Standards Capstone ePortfolio* with artifacts documenting achievements in each ISTE or AECT standard domain. For each standard, students explain the manner in which the artifact(s) address the criteria in the course *CIMT 793*.		100% (1 out of 1 – AECT) student earned a score of 80/100 or better. The average score was 100/100 in the course *CIMT 793*.	Standards. The program will be looking at the Assessment Plan (both the Student Outcomes and the indicators to determine student success) in an effort to ensure that the program will continue to meet the needs of students and the requirements of department, university, state, and CAEP.
ISTE Standard 5 Digital Citizenship Candidates model and promote digital citizenship.	Students will create a strategic *School or Workplace Technology Plan* that explains how the local school or workplace will go about achieving strategic goals by using technology to provide instruction, collect data, and evaluate results in order to determine the extent to which standards have been met in the course *CIMT 640*.	80% of Students Score 80% or Above	100% (2 out of 2 – ISTE; 4 out of 4 AECT) students earned a score of 80/100 or better. The average score was 97.5/100 in the course *CIMT 640*.	In the previous year, the program has redesigned the Assessment Plan and Rubric by aligning both the 2012 ISTE Standards for the Preparation of Technology Coaches and 2012 AECT Standards. The program will be looking at the Assessment Plan (both the Student Outcomes and the indicators to determine student success) in an effort to ensure that the program will continue to meet the needs of students and the requirements of department, university, state, and CAEP.

ISTE Standard 6 Content Knowledge and Professional Growth Candidates demonstrate professional knowledge, skills, and dispositions in content, pedagogical, and technological areas as well as adult learning and leadership and are continuously deepening their knowledge and expertise. **AECT 5 Research** Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning and improve performance. **Graduate Student Learning Goal 5** Students achieve mastery of the skills (including using appropriate tools) required in their discipline or profession.	Students will create a *Multimedia eLearning Environment* incorporating multiple types of technology tools for active and collaborative learning in the course *CIMT 543*. Students will create a strategic *School or Workplace Technology Plan* that explains how the local school or workplace will go about achieving strategic goals by using technology to provide instruction, collect data, and evaluate results in order to determine the extent to which standards have been met in the course *CIMT 640*. Students will complete an *Experiential Learning (Practicum)* at a local school or workplace and submit a *National Standards Capstone ePortfolio* with artifacts documenting achievements in each ISTE or AECT standard domain. For each standard, students explain the manner in which the artifact(s) address the criteria in the course *CIMT 793*.	80% of Students Score 80% or Above	83% (5 out of 6 – ISTE; 0 out of 0 – AECT) students earned a score of 80/100 or better. The average score was 88/100 in the course *CIMT 543*. 100% (2 out of 2 – ISTE; 4 out of 4 AECT) students earned a score of 80/100 or better. The average score was 97.5/100 in the course *CIMT 640*. 100% (1 out of 1 – AECT) student earned a score of 80/100 or better. The average score was 100/100 in the course *CIMT 793*.	In the previous year, the program has redesigned the Assessment Plan and Rubric by aligning both the 2012 ISTE Standards for the Preparation of Technology Coaches and 2012 AECT Standards. The program will be looking at the Assessment Plan (both the Student Outcomes and the indicators to determine student success) in an effort to ensure that the program will continue to meet the needs of students and the requirements of department, university, state, and CAEP.

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.*

Notes

a. Use your outcomes library as a reference.
b. Each outcome must 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 must 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.

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: Continuous Quality Improvement

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about student learning (a. What specifically do students know and do well—and less well? b. What evidence can you provide that learning is improving?); 2) what your assessment plan will focus on in the coming year; and 3) how will this information be shared with other stakeholders?

1) The discoveries Assessment Plan and Rubric has enabled students to demonstrate the following 5 performances:
   1. Multimedia eLearning Environment
   2. Needs Assessment
   3. Instructional Design
   4. School or Workplace Technology Plan
   5. National Standards Capstone ePortfolio

Based on the assessment data, students has demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes in real local school and workplace settings. Student work samples and self-reflection reports can be provided as evidence that learning is improving.

2) In the previous year, the program has redesigned the Assessment Plan and Rubric by aligning both the 2012 International Society for Technology in Education (ISTE) Standards for the Preparation of Technology Coaches and the 2012 Association for Educational Communications and Technology (AECT) Standards. Students taking courses offered in the program may choose to follow either the ISTE or the AECT standards. This choice determines whether ISTE or AECT rubrics assess student progress toward fulfilling the academic performances that the program's Assessment Plan comprises. The program will be looking at the Assessment Plan (both the Student Outcomes and all relevant indicators to determine student success) in an effort to ensure that the program will continue to meet the needs of students and the requirements of department, university, state, and CAEP.

3) The information will be shared through course announcements, social media/email communications, website news, school meetings, social events, and professional development workshops with other stakeholders.

Part 2a: Summary of Student Success Activities

Based on the results of your assessment of student learning outcomes from Part 1 above, reflect on how this data will impact student success within your unit/program.

The goals/objectives listed below were established and took actions to make progress this past year to aid student performance retention, persistence, and completion.

a. What goals/objectives were established this past year to aid student performance, retention, persistence, and completion?	**b. What primary action steps were taken to make progress on each goal and who was responsible?**	**c. What data informs progress on each goal?**	**d. What were some accomplishments or achievements for each goal and/or challenges confronted?**	**e. Please indicate goals that are continuing and any goals that will replace a previous goal. Any additional goals can also be added on a new line.**
1. Course Rotation Review	Course rotations have been examined and revised. -- Dr. Li-Wei Peng	*Course Rotation Forms* Note: The new form of *Student Outcomes Assessment and Success Report* has just recently been released starting from AY2018-19. There is no specific data collected to inform progress on each goal listed above for AY2017-18. Please find the goals/objectives which will be established and achieved in AY2018-19 in the section of *Part 2b: Continuous Quality Improvement*. A data collection plan to inform progress on each goal will be created and implemented in AY2018-19.	To assist students with schedule of study difficulties resulting from any initial sequencing conflicts, a special topics course, CIMT/EDUC 595 is being offered to provide necessary content coverage for student matriculation toward program completion.	
2. Students' Program of Study Plan Review	Students' Program of Study Plans have been audited, with an effort to identify planned, future classes with the graduate course rotations in mind. -- Dr. Li-Wei Peng	*Students' Program of Study Plans* Note: The new form of *Student Outcomes Assessment and Success Report* has just recently been released starting from	Advisors have met with advisees to confirm plans for coursework necessary to complete their programs.	

		AY2018-19. There is no specific data collected to inform progress on each goal listed above for AY2017-18. Please find the goals/objectives which will be established and achieved in AY2018-19 in the section of *Part 2b: Continuous Quality Improvement*. A data collection plan to inform progress on each goal will be created and implemented in AY2018-19.		
3. Cohort Model Plan	A move to a cohort model with an amended. -- Dr. Li-Wei Peng	*Graduate Studies Committee Meeting Minute* Note: The new form of *Student Outcomes Assessment and Success Report* has just recently been released starting from AY2018-19. There is no specific data collected to inform progress on each goal listed above for AY2017-18. Please find the goals/objectives which will be established and achieved in AY2018-19 in the section of *Part 2b: Continuous Quality Improvement*. A data collection plan to inform progress on each goal will be created and implemented in AY2018-19.	Semi-annual student acceptance process has been considered for graduate-level programs.	
4. Course Syllabi Review	Course syllabi have been reviewed by faculty. -- Dr. Li-Wei Peng	*Course Syllabi* Note: The new form of *Student Outcomes Assessment and Success Report* has just recently been released starting from	Course syllabi for CIMT 543, 620, 625, 630, 640, 657, 720, and 793 have been revised to become more inclusive of diversity and supportive of student voice, choice, and	

		AY2018-19. There is no specific data collected to inform progress on each goal listed above for AY2017-18. Please find the goals/objectives which will be established and achieved in AY2018-19 in the section of *Part 2b: Continuous Quality Improvement*. A data collection plan to inform progress on each goal will be created and implemented in AY2018-19.	experience aligning with both AECT and ISTE standards.	
5. Online Courses Review	Faculty members have sought the assistance of instructional designers for review of online courses. -- Dr. Li-Wei Peng	*Online Course Observation Reports* Note: The new form of *Student Outcomes Assessment and Success Report* has just recently been released starting from AY2018-19. There is no specific data collected to inform progress on each goal listed above for AY2017-18. Please find the goals/objectives which will be established and achieved in AY2018-19 in the section of *Part 2b: Continuous Quality Improvement*. A data collection plan to inform progress on each goal will be created and implemented in AY2018-19.	Online course observation reports have been collected with consultation regarding best practices in student online engagement and success.	

Notes

a. These goals could be program/department wide but may also be focused on specific sub-populations of interest (e.g., service course student performance, transfer students, part-time students, students of a particular class year, students of color, etc.).

c. Retention and completion data, D/F/drop rates, credit hour productivity (defined as credit hour enrollment at start of term versus credit hours earned at end of term) are common data examples. See Blue Reports database (access from Linda Ferguson in Institutional Research) or the Office of Institutional Research for ideas.

Part 2b: Continuous Quality Improvement

In no more than one page, summarize 1) the discoveries that attention to student performance, retention, persistence, and completion has enabled you to make about program/department systems, processes, and norms as it effects students; and 2) how this will positively impact student success, including with regard to the readiness of students for graduate study or a career?

1) Course rotations are being examined and revised at the graduate level for all programs. To assist students with schedule of study difficulties resulting from any initial sequencing conflicts, a special topics course, CIMT/EDUC 595 is being offered to provide necessary content coverage for student matriculation toward program completion.

2) Students' Program of Study Plans are being audited, with an effort to identify planned, future classes with the graduate course rotations in mind. Advisors will meet with students to confirm plans for coursework necessary to complete their programs.

3) A move to a cohort model with an amended, semi-annual student acceptance process is being considered for graduate-level programs.

4) Course syllabi will be reviewed by faculty, with the intent of revising them to become more inclusive of diversity and supportive of student voice, choice, and experience.

5) Faculty will seek the assistance of instructional designers for review of online courses and consultation regarding best practices in student online engagement and success.

6) Faculty will participate in classroom observations of each other, as clinical observers of the "mattering" (or Maslow before Bloom) that takes place in interactions between faculty and students, and between students and students.

Dear Li-Wei,

Thank you so much for sharing your assessment process and findings for AY 2017-18 with the Assessment and Student Success Councils. You will find a comprehensive synthesis of the feedback compiled by both groups below. It is understood that some of the feedback might encompass practices that you already engage in but that are 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 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)

<table>
<tr><th colspan="2">Program: Educational Technology</th></tr>
<tr><td colspan="2">Assessment Practice Overall Rating: Developing (1.75/3.00)
Student Success Practice Overall Rating (notes below in blue): Developing (1.50/3.00)</td></tr>
<tr><th>Strengths</th><th>Recommendations</th></tr>
<tr><td>It is excellent practice to align program learning outcomes with professional standards and accreditation standards.
Excellent variety of measures administered across the curriculum to understand learning at different points and through different modalities. This should provide deep data for rich analysis.
Good explanation of student choice of standards to align with reflected in the rubric to be used for assessing student work.
Good strategies for improving student success factors, including notes about responsible faculty (to be updated to reflect new faculty in role).</td><td>Make sure to list the program learning outcomes you are measuring as aligned with the standards presented in the first column of Part 1a. This will help me give recommendations regarding the measurability of the outcomes in the future.
Describing or attaching additional information about the tools used to measure performance (or just copies of the tools themselves) would enhance the report for sharing with your faculty or for future use. It could also help faculty determine the quality of the assessments and their influence on the findings.
Despite strong student performance, there is still an opportunity to use the excellent array of measures you employed and their findings to tell the story of your students' learning in more detail than provided, as well as to note whether to increase targets for performance or rigor in assignments to ensure your students are continuing to be challenged.
Consider explicitly connecting what is listed in the goal area to the related student success goals you seek. It can be inferred that moving to a cohort model and reviewing plans of study and course rotation are meant to increase student persistence to degree in a specific timeframe, and that the syllabus review and distance</td></tr>
</table>

	course improvement may increase quality and relevance of content for improvement learning. Make sure to make this clear. This clarity will help you in centering students in your goal-setting, as well as in determining what type of data to collect, report, and use for future decision-making.

Assessment Scoring Rubric is included below. Student Success Scoring Rubric is included on the last page for reference only.
Score was calculated on a 0 (undeveloped), 1 (developing), 2 (mature), 3 (exemplary) scale.

Student Outcomes Assessment & Success Report Rubric
Office of Assessment & Accreditation, Indiana State University

Unit/Program: Educational Technology
Evaluation Date: Fall 2018

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
Student Learning Outcomes	At least one learning outcome that is aligned with program coursework is assessed this cycle. Learning outcome(s) is specific, measureable, and student-centered. Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.) Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.	At least one learning outcome that is aligned with program coursework is assessed this cycle. Learning outcome(s) is specific, measureable, and student-centered. Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)	At least one learning outcome that is aligned with program coursework is assessed this cycle. Learning outcomes(s) is measurable.	No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.
Performance Goals & Measures	Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.). Identified measures are designed to accurately reflect student learning, including at least one direct measure. Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).	Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.). Identified measures are designed to accurately reflect student learning, including at least one direct measure. Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).	Performance goal(s) is identified for each learning outcome. Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures. Tools or processes for evaluating student performance on measures are not described.	No goals for student performance of learning outcomes is identified, and/or no measures are provided.

Analysis & Results	Data is collected using the measures and tools identified. Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures). Results are shared in relation to performance goals. Results are discussed in relation to college, institutional, and/or accreditor goals/standards.	Data is collected using the measures and tools identified. Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures). Results are shared in relation to performance goals.	Data is collected using the measures and tools identified. Results are reported with little description of analysis.	No data is being collected. No results are provided.
Sharing & Use of Results for Continuous Improvement	Clear information is provided about sharing and using results to inform practice. Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice. A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.	Clear information is provided about sharing and using results to inform practice. Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.	Limited information is provided about sharing or using results to inform practice. Some discussion of what was learned from results is provided.	No information is provided about sharing or using results to inform practice. No evidence of reflection on results is provided (ex: discussion, conclusions drawn)
Overall Rating	□ **Exemplary**	□ **Mature**	**X Developing**	□ **Undeveloped**

Student Success Activities Report Rubric (Part 2 of Student Outcomes Assessment Report)
Office of Student Success/Office of Assessment & Accreditation Evaluation Date:

Evaluation Criteria	0 Undeveloped	1 Developing	2 Mature	3 Exemplary
Goals/ Objectives	No goals/objectives are identified.	Goals/objectives are poorly suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives may also be modest at best such that little effort is required.	Goals/objectives are generally clear and reasonably well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also generally at least moderately aggressive such that appropriate effort is required.	Goals/objectives are all clear and well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also at least moderately aggressive in all cases such that appropriate effort is required.
Action Steps	No action steps are identified.	Action steps are weak, underdeveloped, and/or poorly suited to making progress on goals/objectives. No person(s) or group(s) indicated who will be responsible for the actions.	Action steps are generally clear and reasonably well suited to making progress on goals/objectives. Person(s) or group(s) responsible for the actions are indicated in most cases.	Action steps are all clear and well suited to making progress on goals/objectives Person(s) or group(s) responsible for each action are indicated, ideally with a timeline.
Data that Informs Progress on Each Goal/Objective	No data, quantitative or qualitative, is identified.	Data to inform progress are poorly suited to measure progress on goals/objectives.	Data to inform progress are generally well suited to measure progress on goals/objectives.	Data to inform progress are all well suited to measure progress on goals/objectives.
Assessment of Outcomes and Continuous Improvement	For goals/objectives in place the prior year, no reflection provided on achievements/challenges, sharing results, and/or plans for improvement or change based on results. No reflection on outcome assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, modest at best reflection provided (and/or is vague or of questionable connection to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Modest at best reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, generally appropriate reflection provided (and is reasonably well connected to results) on achievements/ challenges, sharing results, and/or plans for improvement or change based on results. Reasonable reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, strong reflection is provided in all cases (and is well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Well-developed reflection on assessment plan for continuous improvement provided for new goals/objectives.
Overall Rating	□ **Undeveloped**	□ **Developing**	□ **Mature**	□ **Exemplary**