

Planning Progress Rubric: Objectives, Measures, Intended Results/Targets

1 – Beginning	2 – Developing	3 – Good	4 – Exemplary
1. Objectives (Program and Unit-specific objectives)			
A. Clarity and Specificity			
No objectives stated.	Objectives present, but with imprecise verbs, vague description of content/skill/or attitudinal domain, and non-specificity. Ex. PO: Students pass. UO: Special tuition fees used.	Objectives generally contain precise verbs, rich description, and specification. Ex. PO: Improve student pass rates by 2%. UO: Special tuition fees used to improve student learning resources.	All objectives stated with clarity and specificity including precise verbs, rich description. Ex. PO: Improve student pass rates in MATH courses by 2% during the 2020-2021 academic period; UO: Special tuition fees used to improve student learning technology resources including interactive software and licensure exam tutorials.
2. Systematic method for evaluating progress on objectives			
A. Types of Measures			
No measures indicated	Objectives are not assessed via direct measures (only with indirect measures).	Most objectives assessed with direct measures (e.g., report).	All objectives assessed using at least one specific direct measure (e.g., grade distribution report; departmental special tuition budget report).
B. Relationship between measures and objectives			
Seemingly no relationship between objectives and measures.	At a superficial level, it appears the content assessed by the measures matches the objectives, but no explanation is provided.	General detail about how objectives relate to measures is provided.	Detail is provided regarding objective-to-measure match. Specific items are linked to objectives.
C. Specification of target/intended result for objectives			
No target/intended results for objectives	Statement of intended result, but no specificity (e.g., students will pass courses; students will perform better than last year; all special tuition fees used).	Intended result specified (e.g., 80% of [program] students will successfully pass MATH courses; 100% of special tuition fees will be used to provide student learning resources).	Intended result specified AND justified (e.g., 80% of [program] students will successfully pass MATH courses in order to achieve higher program completion during 2020-2021 cycle; 100% special tuition fees will be used by Aug. 31, 2021 to upgrade student learning technology resources in an effort to better prepare students to pass licensure exams).

Planning Actual Results and Improvement

1 – Beginning	2 – Developing	3 – Good	4 – Exemplary
3. Results of program assessment			
A. Presentation of results			
No results presented	Results are present, but it is unclear how they relate to the objectives or the desired results for the objectives.	Results are present, and they directly relate to the objectives and the desired results for objectives but presentation is sloppy or difficult to follow. Analysis may or may not be present.	Results are present, and they directly relate to objectives and the desired results for objectives, are clearly presented, and were derived by appropriate analyses.
B. Interpretation of Results			
No interpretation attempted	Interpretation attempted, but the interpretation does not refer back to the objectives or desired results of objectives. Or, the interpretations are clearly not supported by the methodology and/or results.	Interpretations of results seem to be reasonable inferences given the objectives, desired results of objectives, and methodology.	Interpretations of results seem to be reasonable given the objectives, desired results of objectives, and methodology. Interpretation includes how classes/activities might have affected results.
4. Documents how results are shared with faculty/stakeholders			
No evidence of communication	Information provided to limited number of faculty/staff or communication process unclear.	Information provided to all faculty/staff, mode program meetings, e-mails) and details of communication clear.	Information provided to all faculty/staff, mode and details of communication clear. In addition, information shared with others such as advisory committees, other stakeholders, or to conference attendees.
5. Documents the use of results for improvement			
A. Program modification and improvement regarding student learning and development			
No mention of any modifications.	Examples of modifications documented but the link between them and the assessment findings is not clear.	Examples of modifications. (or plans to modify) documented and directly related to findings of assessment. However, the modifications lack specificity.	Examples of modifications (or plans to modify) documented and directly related to findings of assessment. These modifications are very specific (e.g., approximate dates of implementation and where in curriculum they will occur.)
B. Improvement of assessment process			
No mention of how this iteration of assessment is improved from past administrations.	Some critical evaluation of past and current assessment, including acknowledgement of flaws, but no evidence of improving upon past assessment or making plans to improve assessment in future iterations.	Critical evaluation of past and current assessment, including acknowledgement of flaws; Plus evidence of some moderate revision, or general plans for improvement of assessment process.	Critical evaluation of past and current assessment, including acknowledgement of flaws; both present improvements and intended improvements are provided; for both, specific details are given. Either present improvements or intended improvements must encompass a major revision.