

**College of the Redwoods**  
**PRC Instructional Committee Evaluation Rubric**  
(Revised 3/2017)

	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Developing</b>
<b>Mission</b>	<p>Mission of program or discipline clearly aligns with the mission of the college;</p> <p>Function identifies the program and discipline’s impact on the college and community or service areas;</p> <p>Clear and concise.</p>	<p>Mission of program or discipline aligns with the mission of the college; Scope and reach of function is present;</p> <p>Clear and concise.</p>	<p>Program or discipline mission fails to align with the mission of the college;</p> <p>Identifies functions of the program or discipline but not the greater purpose.</p>
<b>Data Analysis- General</b>	<p>Data is complete and insightful; commentary was given regarding factors that may have contributed to program or discipline changes;</p> <p>Factors impacting student achievement and learning were described in detail.</p>	<p>Data is complete and some comparative comments regarding program or discipline changes were present;</p> <p>Factors impacting student achievement and learning were clearly stated.</p>	<p>Some data may be missing or is unclear;</p> <p>Comparative analysis was absent or sparse regarding program or discipline changes and/or factors impacting student achievement and learning.</p>
<b>Assessment</b>	<p>A significant amount of assessment activity has taken place which includes student and program learning outcomes;</p> <p>Assessment findings are used to inform planning and program or discipline changes;</p> <p>Assessment explanations are thorough and detailed.</p>	<p>Enough assessment activity has taken place such that the program or discipline can reflect on what it has learned;</p> <p>Assessment findings are linked to program or discipline changes;</p> <p>Assessment explanations are clear.</p>	<p>Insufficient assessment activity completed for the program or discipline to reflect on assessment-based changes;</p> <p>Assessment findings are not linked to program or discipline changes;</p> <p>Assessment explanations are not clear.</p>

<b>Evaluation of Past Plans</b>	<p>Past actions were carried out and evaluated, and their impact is clearly described with relevant data;</p> <p>An action may not have occurred but there is a clear explanation as to why the action was not completed and the resulting impact on the program or discipline.</p>	<p>Current status of actions taken is clear;</p> <p>Impact of actions are clear with some relevant data described;</p> <p>An action may not have occurred but there is an explanation as to why the action was not completed.</p>	<p>The impact of the action was not evaluated with relevant data, and there is no plan for evaluation in the future;</p> <p>Status of Incomplete plans are not explained sufficiently.</p>
<b>Program and Discipline Plans</b>	<p>Planning actions link to stated institutional planning actions and are discussed;</p> <p>Planning Actions are clearly based on assessment findings;</p> <p>Planning actions clearly show the expected impact on the Program and discipline/student learning and can be measured.</p>	<p>Planning actions are linked to institutional planning actions;</p> <p>Most planning actions are based on assessment findings;</p> <p>Most planning actions show the expected impact on the program or discipline/student learning and can be measured.</p>	<p>Institutional plans are not linked to program or discipline planning actions;</p> <p>Planning actions are not tied to assessment results;</p> <p>The impact of actions on program or discipline/student learning is not discussed adequately or cannot be measured.</p>