

College of the Redwoods
PRC Instructional Evaluation Rubric

(Revised 5/2022)

	Exemplary	Satisfactory	Developing
Mission/Program Information	Program mission clearly aligns with the mission of the college. The review provides relevant details about how this program impacts the college and community or service areas. Substantial and specific examples included. Clear and concise.	Program mission aligns with the mission of the college. The review briefly provides relevant details about how the program impacts the college and community or service areas. Some examples included. Clear and concise.	Program mission needs more clarification about how it aligns with the mission of the college. The review requires more relevant detail about how the program impacts the college and community or service areas. Administrative oversight is not apparent.
Data Analysis-General/Program Indicators	Discussion of data is complete and insightful; commentary was given regarding factors that may have contributed to program or discipline changes; Factors impacting student achievement and learning are described in detail; Student equity data is thoroughly discussed.	Discussion of data is complete and some comparative comments regarding program or discipline changes are present; Factors impacting student achievement and learning are clearly stated; student equity data is discussed briefly.	Some data may be missing and/or discussion of data is unclear; Comparative analysis is absent or sparse regarding program or discipline changes and/or factors impacting student achievement and learning; student equity data is not discussed or is unclear.
Critical Reflection of Assessment Activities	A substantial amount of assessment activity has taken place on the college's established cycle.	Enough assessment activity has taken place such that the program can reflect on what it has learned.	More assessment activity is required for the program to reflect on assessment-based changes.

	Program uses specific assessment findings to inform program plans that can be assessed in the future to determine their effectiveness. Programs that have implemented plans, have included specific reassessment data to determine whether or not plans resulted in improvement (this may also be on the next tab of the report). Assessment explanations are thorough and detailed.	Program improvement is linked to assessment findings but not in a specific way. Reassessment to determine the effectiveness of program changes following the implementation of plans has not taken place or needs improvement (this may be on the next tab of the report). Assessment explanations are clear.	It is unclear how assessment findings link to program improvement plans. Assessment is not up to date based on the college's established cycle. There is an unclear connection between specific assessment, specific plans, and reassessment in order to determine effectiveness and improve performance of the metric and the program overall. Assessment explanations need more clarity.
Evaluation of Previous Plans	Past actions were carried out and evaluated, and their impact on program improvement is clearly described with relevant assessment and/or student achievement data. 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 area.	Impact of actions is clear with some relevant assessment and/or student achievement data described that has a bearing on program improvement. An action may not have occurred but there is an explanation as to why the action was not completed.	Current action status is unclear. The impact of the action was not evaluated with relevant data, and there is no plan for evaluation in the future. Status of incomplete plans is not explained sufficiently.

Program Planning	Planning actions specifically and overtly link to stated institutional planning actions and are discussed Planning actions are not stated as resource requests. Planning actions are clearly based on specific assessment and/or student achievement data findings. Actions clearly show the expected impact on the program and student success and can be measured.	Planning actions are linked to institutional planning actions. Most planning actions are based on specific assessment and/or student achievement data findings. Most actions show the expected impact on the program and student success and can be measured. Most planning actions are not stated as resource requests.	Institutional plans are not linked to program planning actions. Planning actions, where appropriate, need to be more clearly tied to assessment and/or student achievement results. Planning actions are stated as resource requests and not plans. The expected impact of actions on program and student success is not discussed adequately and/or cannot be measured.
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