College of the Redwoods

PRC Administrative Services Rubric r11/14/14

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|  | **Exemplary** | **Satisfactory** | **Developing** |
| **Mission** | ~~Aligns with the mission of the college;~~Program mission clearly aligns with the mission of the college;Function identifies the program’s impact on the college and community or service areas~~Identifies the program’s impact on the college~~;Clear and concise | Program mission aligns with the mission of the college;Scope and reach of function is present ~~but limited;~~Clear and concise | Program mission fails to align with the mission of the college;Identifies functions of the program but not the greater purpose |
| **Assessment** | ~~Administrative area outcomes are clear and concise~~;A significant amount of assessment activity has taken place which includes student and program learning outcomes;~~An assessment plan was carried out and results are clearly presented~~;~~Assessment results led to meaningful improvements that are included in the planning section.~~Assessment findings are used to ~~initiate to~~ inform planning and program changesAssessment explanations are thorough and detailed | ~~An assessment plan is described, but not fully carried out; and/or indicators may not lead to actionable results~~~~Planned improvements are described, but only loosely linked to assessment results.~~Enough assessment activity has taken place such that the program can reflect on what it has learned;Assessment findings are loosely ~~used to initiate~~ linked to program changesAssessment explanations are clear | ~~Administrate area outcomes are not present, lack clarity, or the ability to be evaluated;~~~~An assessment plan was absent, or was difficult to understand in terms of clarity or usefulness;~~~~Assessment results were absent or were not related to the administrative area outcomes;~~~~Improvements are absent, or are unrelated to assessment efforts~~.Insufficient assessment activity completed for the program to reflect on assessment-based changesAssessment findings are not linked to program changesAssessment explanations are not clear |
| **Evaluation of Past Plans** | Past actions were carried out and evaluated, and their impact is clearly described with relevant 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 are clear with some relevant data described;An action may not have occurred but there is ~~a clear~~ an explanation as to why the action was not completed. | ~~Actions taken do not reflect actions from past year;~~ Current action status is unclear;~~Evaluation plan is included, but impact of the action~~~~is unclear~~The impact of the action were not evaluated with relevant data, and there is no plan for evaluation in the future;Status of incomplete plans is not explained sufficiently. |

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| **Program Plans**  | Planning actions ~~directly~~ link to stated institutional planning actions, and are discussed;Actions are clearly based on assessment findings;~~Actions lead to impacts that can be measured~~;Actions clearly show the expected impact on the program/student learning and can be measured;~~Every resource request has a corresponding action linked to a plan or assessment results~~ | Planning actions are ~~loosely~~ linked ~~related~~ to institutional planning actions;~~Planning numbers are listed but action items are not stated;~~Planning actions are ~~mainly~~ based on assessment findings;~~Unclear how expected impact will be measured;~~~~Evaluation of the action is discussed, but unclear if it has been incorporated into assessment plan;~~Actions show the expected impact on the program/student learning and can be measured~~Every resource request has a corresponding action linked to a plan or assessment results~~ | Institutional plans are not linked to program planning actions;Planning actions are not tied to assessment results;~~Resource requests are not tied to specific planning action~~The impact of actions on program/student learning is not discussed adequately or cannot be measured. |
|  | **Exemplary** | **Satisfactory** | **Developing** |

Questions: Adding Data (and Student Equity to administrative Areas)?