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 changes  Assessment 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 changes  Assessment 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 changes  Assessment findings are not linked to program changes  Assessment 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)?