College of the Redwoods

PRC Student Development Evaluation Rubric

(Revised 4/2018)

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|  | **Exemplary** | **Satisfactory** | **Developing** |
| **Mission/Program Information** | Program mission clearly aligns with the mission of the college;  Scope and reach of function identifies the program’s impact on the college and community or service areas;  Mission and function are clear and concise. | Program mission aligns with the mission of the college;  Scope and reach of function is present;  Mission and function are clear and concise. | Program mission fails to align with the mission of the college;  Identifies functions of the program but not the greater purpose;  Seems to lack administrative oversight. |
| **Data Analysis/Program Indicators** | Data is complete and insightful; commentary was given regarding factors that may have contributed to program changes;  Factors impacting student achievement and learning were described in detail;  Student equity outcomes or initiatives were thoroughly addressed. | Data is complete and some comparative comments regarding program changes were present;  Factors impacting student achievement and learning were clearly stated;  Student equity was discussed. | Some data may be missing or is unclear;  Comparative analysis was absent or sparse regarding data program changes and/or factors impacting student achievement and learning;  Student equity was not discussed or was unclear. |
| **Critical Reflection of Assessment Activities** | A significant amount of assessment activity has taken place on the college’s established cycle which includes student and program learning outcomes;  Assessment findings are used to inform planning and program changes;  Assessment explanations are thorough and detailed. | Enough assessment activity has taken place such that the program can reflect on what it has learned;  Assessment findings are linked to program changes;  Assessment explanations are clear. | Insufficient assessment activity was completed for the program to reflect on assessment-based changes;  Assessment findings are not linked to program changes;  Assessment, in general, is not being done within the college’s established cycle;  Assessment explanations are not clear. |
| **Evaluation of Previous Plans** | Past planning actions were carried out, evaluated, and their impact is clearly described with relevant data;  A planning 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. | Impact of planning actions are clear with some relevant data described;  A planning action may not have occurred but there is an explanation as to why the action was not completed. | Current planning action(s) status is unclear;  The impact of the planning actions were not evaluated with relevant data, and there is no plan for evaluation in the future;  Status of Incomplete plans is not explained sufficiently. |
| **Program and Discipline 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 assessment findings;  Planning actions clearly show the expected impact on the program/student learning and can be measured. | Planning actions are linked to institutional planning actions;  Most planning actions are based on assessment findings;  Most planning actions show the expected impact on the program/student learning and can be measured.  Most planning actions are not stated as resource requests. | Institutional plans are not linked to program planning actions;  Planning actions are not tied to assessment results and are stated as resource requests;  The impact of planning actions on program/student learning is not discussed adequately or cannot be measured. |
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