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|  | **Exemplary** | **Satisfactory** | **Developing** |
| **Mission** | ~~Aligns with the mission of the college;~~  Mission of program or discipline clearly aligns with the mission of the college;  ~~Identifies the Program and discipline’s impact on the college~~;  Function identifies the program and discipline’s impact on the college and community or service areas  Clear and concise  Clear and concise | ~~Aligns with the mission of the college;~~ ~~Scope and reach is present but limited;~~  Mission of program or discipline aligns with the mission of the college.   Scope and reach of function is present  Clear and concise | ~~Fails to align with the mission of the college~~;  Program or discipline mission fails to align with the mission of the college;  Identifies functions of the program or discipline but not the greater purpose |
| **Data Analysis – General** | ~~Insightful commentary regarding factors that may have contributed to the data outcomes;~~  Data is complete and insightful; commentary was given regarding factors that may have contributed to program or discipline changes;  ~~Analysis lends itself to potential action~~  ~~plans for improvement~~;  Factors impacting student achievement and learning were described in detail. | ~~Sufficient explanation regarding district comparison/trend~~;  ~~No comment was required based on the instructions;~~  Data is complete and some comparative comments regarding data Program and discipline changes were present;  Factors impacting student achievement and learning were clearly stated. | ~~Analysis was absent, although required based on instructions (e.g., comparison to district~~)  Some data may be missing or is unclear  Comparative analysis was absent or sparse regarding program or discipline changes and/or factors impacting student achievement and learning |
|  | **Exemplary** | **Satisfactory** | **Developing** |
| **Assessment** | ~~Program and discipline improvements evaluated by reflecting on a significant amount of assessment activity that has taken place;~~  A significant amount of assessment activity has taken place which includes student and program learning outcomes;  Assessment findings are used to inform planning and ~~directly linked to specific~~ program or discipline changes;  ~~Program and discipline changes based on assessment findings were evaluated for improvement (loop closed).~~  Assessment explanations are thorough and detailep | ~~Enough assessment activity has taken place such that the Program and discipline can reflect on what it has learned;~~  ~~Assessment findings are loosely linked to Program and discipline changes;~~  ~~Future evaluation of assessment driven changes is provided~~  Enough assessment activity has taken place such that the program or discipline can reflect on what it has learned;  Assessment findings are loosely ~~used to initiate~~ linked to program or discipline changes  Assessment explanations are clear | ~~The amount of assessment activity was inaccurately reported;~~  Insufficient assessment activity completed for the program or discipline to reflect on assessment-based changes  Assessment findings are not linked to program or discipline changes;  Assessment explanations are not clear |

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|  | **Exemplary** | **Satisfactory** | **Developing** |
| **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 discipline | Current status of actions taken is clear;  Impact of actions ~~has not been evaluated, but evaluation plan is included~~ are clear with some relevant data described;  An action may not have occurred but there is ~~a clear explanation~~ an explanation as to why the action was not completed | ~~Actions taken do not reflect actions from past year;~~  ~~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 are not explained sufficiently. |
| **Program and discipline 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 and discipline/student learning and can be measured;  ~~Every resource request has a corresponding action linked to a plan or assessment results~~ | Planning actions are ~~loosely related~~ linked to institutional planning actions;  Planning ~~numbers~~ actions are ~~listed but action items are not stated~~ 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 or discipline/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 or discipline 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 or discipline/student learning is not discussed adequately or cannot be measured. |