|  |  |  |  |
| --- | --- | --- | --- |
|  | **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 areasClear and conciseClear 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 presentClear 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 unclearComparative 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 changesAssessment 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 changesAssessment findings are not linked to program or discipline changes;Assessment explanations are not clear |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **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 futureStatus 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. |