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|  | **Exemplary** | **Satisfactory** | **Developing** |
| **Program Information/ Mission** | Program mission clearly aligns with the mission of the college;Function identifies the program’s impact on the college and community or service areasClear and concise  | Program mission aligns with the mission of the college;Scope and reach of function is present ~~but impact on the college is uncertain~~Clear and concise  | Program mission fails to align with the mission of the college;Identifies functions of the program but not the greater purpose |
| **Data Analysis**  | Data is complete and insightful; commentary was given regarding factors that may have contributed to ~~data~~ 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 ~~data~~ program changes were present;Factors impacting student achievement and learning were clearly stated Student equity was discussed ~~briefly~~ | Some data may be missing or is unclearComparative analysis was absent or sparse regarding ~~data~~ program changes and/or factors impacting student achievement and learningStudent equity was not discussed or was unclear. |
| **Assessment** | A significant amount of assessment activity has taken place which includes student and program learning outcomes;~~Assessment findings are directly linked to specific program changes~~ Assessment findings are used to ~~initiate to~~ inform planning and program changesAssessment 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 loosely ~~used to initiate~~ linked to program changesAssessment explanations are clear  | Insufficient assessment activity completed for the program to reflect on assessment-based changesAssessment findings are not linked to program changesAssessment explanations are not clear |

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|  | **Exemplary** | **Satisfactory** | **Developing** |
| **Evaluation of Previous Plans** | Past actions were carried out, evaluated, and their impact is clearly described with relevant dataAn 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 actions are clear with some relevant data described;An action may not have occurred but there ~~is a~~ ~~clear explanation~~ is explanation as to why the action was not completed | ~~Actions taken do not reflect actions from past year;~~ Current action status is unclear~~Current action status is unclear;~~The impact of the actions were not evaluated with relevant data, and there is no plan for evaluation in the futureStatus 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 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 result~~ | Planning actions are ~~loosely~~ linked ~~related~~ to institutional planning actions;Planning actions are ~~mainly~~ based on assessment findings;~~It is somewhat unclear how actions will impact program/student learning or how they will be measured;~~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 result~~ | Institutional plans are not linked to program planning actions;Planning actions are not tied to assessment results;The impact of actions on program/student learning is not discussed adequately or cannot be measured.~~Resource requests are not tied to a specific plan or assessment result~~ |
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