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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 areas  Clear 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 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. |
| **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 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 loosely ~~used to initiate~~ linked to program changes  Assessment explanations are clear | 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 |

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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 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 | 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 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 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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