**College of the Redwoods**

**PRC Administrative Services Evaluation Rubric**

(Revised 3/2017)

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|  | **Exemplary** | **Satisfactory** | **Developing** |
| **Mission** | 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;  Clear and concise. | Program mission aligns with the mission of the college;  Scope and reach of function is present;  Clear and concise. | Program mission fails to align with the mission of the college;  Identifies functions of the program but not the greater purpose. |
| **Assessment** | A significant amount of assessment activity has taken place which includes 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 completed for the program to reflect on assessment-based changes;  Assessment findings are not linked to program changes;  Assessment explanations are not clear. |
| **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 area. | Impact of actions are clear with some relevant data described;  An action may not have occurred but there is an explanation as to why the action was not completed. | Current action status is unclear;  The impact of the action 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 Plans** | Planning actions link to stated institutional planning actions, and are discussed;  Planning Actions are clearly based on assessment findings;  Actions clearly show the expected impact on the program and student success and can be measured. | Planning actions are linked to institutional planning actions;  Most planning actions are based on assessment findings;  Most actions show the expected impact on the program and student success and can be measured. | Institutional plans are not linked to program planning actions;  Planning actions are not tied to assessment results;  The impact of actions on program and student success is not discussed adequately or cannot be measured |
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