**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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