

**College of the Redwoods
Instructional Committee Evaluation Rubric**

Agenda Item 4.2a.

	Exemplary	Satisfactory	Developing
Mission	Aligns with the mission of the college; Identifies the program's impact on the college; Clear and concise	Aligns with the mission of the college; Scope and reach is present but limited; Clear and concise	Fails to align with the mission of the college; Identifies functions of the program but not the greater purpose
Data Analysis – General	Insightful commentary regarding factors that may have contributed to the data outcomes; Analysis lends itself to potential action plans for improvement;	Sufficient explanation regarding district comparison/trend; No comment was required based on the instructions; Possible factors impacting the program were discussed, but it is unclear how they motivate planning actions	Analysis was absent, although required based on instructions (e.g., comparison to district)
Data Analysis – Student Equity Groups	Student equity group differences were clearly identified; Potential factors leading to student equity differences were discussed; Potential actions for improving student equity was discussed;	Equity group differences within the program were identified; Differences compared to the district were identified; Analysis was limited or absent	Equity data indicated large differences across equity groups, but differences were not indicated; Analysis was absent
Assessment	Program improvements evaluated by reflecting on a significant amount of assessment activity that has taken place; Assessment findings are directly linked to specific program changes; Program changes based on assessment findings were evaluated for improvement (loop closed).	Enough assessment activity has taken place such that the program can reflect on what it has learned; Assessment findings are loosely linked to program changes; Future evaluation of assessment driven changes is provided	The amount of assessment activity was inaccurately reported; Assessment findings are not linked to program changes; Insufficient assessment activity completed for the program to reflect on assessment-based changes

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Evaluation of Past Plans	Past actions were carried out and evaluated, and their impact is clearly described	Current status of actions taken is clear; Impact of action has not been evaluated, but evaluation plan is included; Clear 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, and there is no plan for evaluation in the future
Program Plans & Resource Requests	Planning actions directly link to stated institutional planning actions; Actions are clearly based on assessment findings; Actions lead to impacts that can be measured; Every resource request has a corresponding action linked to a plan or assessment results	Planning actions are loosely related to institutional planning actions; Planning numbers are listed but action items are not stated; Unclear how expected impact will be measured; Evaluation of the action is discussed, but unclear if it has been incorporated into assessment plan; Every resource request has a corresponding action linked to a plan or assessment results	Institutional plans are not linked to program planning actions; Planning actions are not tied to assessment results; Resource requests are not tied to specific planning action