

College of the Redwoods
PRC Instructional Evaluation Rubric

(Revised 5/2022)

	Exemplary	Satisfactory	Developing
Mission/Program Information	<p>Program mission clearly aligns with the mission of the college.</p> <p>The review provides relevant details about how this program impacts the college and community or service areas.</p> <p>Substantial and specific examples included.</p> <p>Clear and concise.</p>	<p>Program mission aligns with the mission of the college.</p> <p>The review briefly provides relevant details about how the program impacts the college and community or service areas.</p> <p>Some examples included.</p> <p>Clear and concise.</p>	<p>Program mission needs more clarification about how it aligns with the mission of the college.</p> <p>The review requires more relevant detail about how the program impacts the college and community or service areas.</p> <p>Administrative oversight is not apparent.</p>
Data Analysis- General/Program Indicators	<p>Discussion of data is complete and insightful; commentary was given regarding factors that may have contributed to program or discipline changes;</p> <p>Factors impacting student achievement and learning are described in detail; Student equity data is thoroughly discussed.</p>	<p>Discussion of data is complete and some comparative comments regarding program or discipline changes are present;</p> <p>Factors impacting student achievement and learning are clearly stated; student equity data is discussed briefly.</p>	<p>Some data may be missing and/or discussion of data is unclear;</p> <p>Comparative analysis is absent or sparse regarding program or discipline changes and/or factors impacting student achievement and learning; student equity data is not discussed or is unclear.</p>
Critical Reflection of Assessment Activities	<p>A substantial amount of assessment activity has taken place on the college's established cycle.</p>	<p>Enough assessment activity has taken place such that the program can reflect on what it has learned.</p>	<p>More assessment activity is required for the program to reflect on assessment-based changes.</p>

	<p>Program uses specific assessment findings to inform program plans that can be assessed in the future to determine their effectiveness.</p> <p>Programs that have implemented plans, have included specific reassessment data to determine whether or not plans resulted in improvement (this may also be on the next tab of the report).</p> <p>Assessment explanations are thorough and detailed.</p>	<p>Program improvement is linked to assessment findings but not in a specific way.</p> <p>Reassessment to determine the effectiveness of program changes following the implementation of plans has not taken place or needs improvement (this may be on the next tab of the report).</p> <p>Assessment explanations are clear.</p>	<p>It is unclear how assessment findings link to program improvement plans.</p> <p>Assessment is not up to date based on the college's established cycle.</p> <p>There is an unclear connection between specific assessment, specific plans, and reassessment in order to determine effectiveness and improve performance of the metric and the program overall.</p> <p>Assessment explanations need more clarity.</p>
<p>Evaluation of Previous Plans</p>	<p>Past actions were carried out and evaluated, and their impact on program improvement is clearly described with relevant assessment and/or student achievement data.</p> <p>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.</p>	<p>Impact of actions is clear with some relevant assessment and/or student achievement data described that has a bearing on program improvement.</p> <p>An action may not have occurred but there is an explanation as to why the action was not completed.</p>	<p>Current action status is unclear.</p> <p>The impact of the action was not evaluated with relevant data, and there is no plan for evaluation in the future.</p> <p>Status of incomplete plans is not explained sufficiently.</p>

<p>Program Planning</p>	<p>Planning actions specifically and overtly link to stated institutional planning actions and are discussed</p> <p>Planning actions are not stated as resource requests.</p> <p>Planning actions are clearly based on specific assessment and/or student achievement data findings.</p> <p>Actions clearly show the expected impact on the program and student success and can be measured.</p>	<p>Planning actions are linked to institutional planning actions.</p> <p>Most planning actions are based on specific assessment and/or student achievement data findings.</p> <p>Most actions show the expected impact on the program and student success and can be measured.</p> <p>Most planning actions are not stated as resource requests.</p>	<p>Institutional plans are not linked to program planning actions.</p> <p>Planning actions, where appropriate, need to be more clearly tied to assessment and/or student achievement results.</p> <p>Planning actions are stated as resource requests and not plans.</p> <p>The expected impact of actions on program and student success is not discussed adequately and/or cannot be measured.</p>
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