Division: O AS   O BUS   O H &FA   O H&HS   O M&S   O SS

Instructional Program: _____

Date: _____/_____/_____   Review By: _____

SWTJC Unit Action Plan Review Rubric
Office of Institutional Planning and Research

	○ **3 = Excellent**	○ **2 = Acceptable**	○ **1 = Developing**	○ **0 = Not Acceptable**
I Unit Purpose _____	Acceptable plus ○ Is phrased using simple and succinct language making it understandable by a diverse audience	Communicates the unit's overall purpose Aligns clearly with the SWTJC mission Contains no wording/syntax problems	○ Communicates the unit's overall purpose however, it ○ Lacks detail, or ○ Contains too much detail ○ Does not align clearly with the SWTJC mission ○ Contains wording/syntax problems	○ Missing ○ Does not communicate the unit's overall purpose

Comments:

	1 2 ○ ○ **3 = Excellent**	1 2 ○ ○ **2 = Acceptable**	1 2 ○ ○ **1 = Developing**	1 2 ○ ○ **0 = Not Acceptable**
II Planning Outcomes **Outcome 1** _____ **Outcome 2** _____ **Total** _____	Acceptable plus 1 2 ○ ○ Relates directly to program improvement, not individual course improvement	Clearly directed toward student learning Uses concrete, action verbs that are measureable Aligns clearly with SWTJC mission, goals and/or program outcomes Rationale based on an assessment or other relevant data Clearly stated without wording/syntax problems Addresses an appropriate scope of knowledge, skills/abilities, attitudes Is phrased using simple and succinct language making it understandable by a diverse audience	1 2 ○ ○ Not clearly directed toward student learning; focuses on activities and/or student experiences ○ ○ Use too few concrete, action verbs that are measureable ○ ○ Not clearly aligned with SWTJC mission, goals and/or program outcomes ○ ○ Rationale not based on an assessment or other relevant data ○ ○ Contains wording/syntax problems ○ ○ Addresses a limited or overly detailed scope of knowledge, skills/abilities, attitudes ○ ○ Is not phrased using simple and succinct language so as to be understandable by a diverse	1 2 ○ ○ Missing ○ ○ Provided, but does not communicate expected student results. ○ ○ No outcome rationale

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			audience	

Comments
Outcome 1:

Outcome 2:

	1 2 ○ ○ **3 = Excellent**	1 2 ○ ○ **2 = Acceptable**	1 2 ○ ○ **1 = Developing**	1 2 ○ ○ **0 = Not Acceptable**
III Planning Activity **Outcome 1** _____ **Outcome 2** _____ **Total** _____	Acceptable plus 1 2 ○ ○ Is practical (scalable and sustainable) ○ ○ Activity clearly and <u>directly</u> impacts student learning	Is unambiguous, stating clearly who, what, when, and where Impacts student learning either directly or indirectly Uses concrete, action verbs Is phrased using simple and succinct language making it understandable by a diverse audience Connection to the planning outcome is clear	1 2 ○ ○ Is ambiguous (must address who, what, when and where) ○ ○ Does not impact student learning either directly or indirectly ○ ○ Uses BEING verbs instead of DOING (concrete, action) verbs ○ ○ Is Contains wording/syntax problems ○ ○ Connection to the planning outcome not clear	1 2 ○ ○ Missing ○ ○ Provided, but unrelated to student learning

Comments
Outcome 1:

Outcome 2:

	1 2 ○ ○ **3 = Excellent**	1 2 ○ ○ **2 = Acceptable**	1 2 ○ ○ **1 = Developing**	1 2 ○ ○ **0 = Not Acceptable**
IV Assessment Method **Outcome 1** _____ **Outcome 2** _____ **Total** _____	Acceptable plus 1 2 ○ ○ Uses multiple, direct methods of measuring student learning	Is unambiguous, stating clearly who, what, when, and where Is phrased using simple and succinct language making it understandable by a diverse audience Is appropriate and measures student learning directly	1 2 ○ ○ Is ambiguous (must address who, what, when and where) ○ ○ Contains wording/syntax problems ○ ○ Includes indirect or inappropriate methods of measuring student learning	1 2 ○ ○ Missing ○ ○ Incomplete

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Comments
Outcome 1:

Outcome 2:

	1 2 ○ ○ **3 = Excellent**	1 2 ○ ○ **2 = Acceptable**	1 2 ○ ○ **1 = Developing**	1 2 ○ ○ **0 = Not Acceptable**
V Success Criteria Measures **Outcome 1** _____ **Outcome 2** _____ **Total** _____	Acceptable plus 1 2 ○ ○ Includes success criteria that address higher order thinking skills (Blooms 5-7)	Success criteria clearly stated Beginning and/or target measures are complete Relationship of success criteria to student learning is clear Targets are challenging and attainable in the given timeframe.	1 2 ○ ○ Success criteria incomplete ○ ○ Success criteria poorly worded or unclear ○ ○ Beginning and/or target measures are incomplete ○ ○ Relationship of success criteria to student learning is unclear ○ ○ Targets are not appropriately challenging and/or attainable in the given timeframe.	1 2 ○ ○ Missing ○ ○ Beginning and/or target measures are missing

Comments
Outcome 1:

Outcome 2:

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	1 2 ○ ○ **3 = Excellent**	1 2 ○ ○ **2 = Acceptable**	1 2 ○ ○ **1 = Developing**	1 2 ○ ○ **0 = Not Acceptable**
VI Budget **Outcome 1** _____ **Outcome 2** _____ **Total** _____	Acceptable plus 1 2 ○ ○ Is practical (scalable and sustainable over time)	Descriptions and amounts are clearly stated. Relationship to activity clearly stated Decision in place	1 2 ○ ○ Descriptions and amounts not clearly stated ○ ○ Relationship to activity unclear ○ ○ Decision missing	1 2 ○ ○ Missing ○ ○ Incomplete

Comments
Outcome 1:

Outcome 2:

To be completed after the end of planning period.

	1 2 ○ ○ **3 = Excellent**	1 2 ○ ○ **2 = Acceptable**	1 2 ○ ○ **1 = Developing**	1 2 ○ ○ **0 = Not Acceptable**
VII Measures **Outcome 1** _____ **Outcome 2** _____ **Total** _____	Acceptable plus 1 2 ○ ○ ???	Recorded	1 2 ○ ○ Some ending measures are missing	1 2 ○ ○ Missing

Comments
Outcome 1:

Outcome 2:

	1 2 ○ ○ **3 = Excellent**	1 2 ○ ○ **2 = Acceptable**	1 2 ○ ○ **1 = Developing**	1 2 ○ ○ **0 = Not Acceptable**
VIII Findings **Outcome 1** **Outcome 2** **Total** _____	Acceptable plus 1 2 ○ ○ Clearly indicate how the activity <u>directly</u> affected student learning (either positively or negatively)	Include reference to assessment results (success criteria and measures) including whether the targets were achieved Identify probable factors leading to the success or failure Phrased using simple and succinct language making it understandable by a diverse audience	1 2 ○ ○ Failed to include reference to assessment results (success criteria and measures) ○ ○ Failed to identify probable factors leading to the success or failure ○ ○ Contains wording/syntax problems	1 2 ○ ○ Missing

Comments
Outcome 1:

Outcome 2:

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	1 2 ○ ○ **3 = Excellent**	1 2 ○ ○ **2 = Acceptable**	1 2 ○ ○ **1 = Developing**	1 2 ○ ○ **0 = Not Acceptable**
IX Actions Taken/Changes (New Action Plan) **Outcome 1** **Outcome 2** **Total _____**	Acceptable plus 1 2 ○ ○ Resulted in fully scaled implementation with follow-up success measures ○ ○ Resulted in identifiable improvement in areas related to momentum points (dev-ed success, core math completion, 15 and 30 sch completion, core completion, and or graduation rate)	Describes completely strategies planned and/or implemented as a result of findings Phrased using simple and succinct language making it understandable by a diverse audience	1 2 ○ ○ Failed to adequately describe strategies planned and/or implemented as a result of findings ○ ○ If target was achieved, describe whether activity become standard practice? ○ ○ If target not achieved, describe a revised plan implemented or whether the activity discontinued altogether? ○ ○ Contains wording/syntax problems	1 2 ○ ○ Missing

Comments
Outcome 1:

Outcome 2:

	3 = Excellent	**2 = Acceptable**	**1 = Developing**	**0 = Not Acceptable**
X End of Year Summary _____	Acceptable plus 1 2 ○ ○ Fully describes <u>both</u> present and future implications of plan actions	Summary highlights successes of the plan	1 2 ○ ○ Summary vague and/or incomplete	1 2 ○ ○ Missing

Comments: