



# THREE RIVERS COLLEGE

## Continuous Improvement Leadership Team (CILT) Peer Review Rubric

	I	II	III	IV	Score
<p><b>I. Objective:</b> Demonstrates the ability to write a SMART <b>Objective</b> that is clear and concise as follows: <b>Specific</b> (states exactly) <b>Measurable</b> (Qualify it) <b>Action-Oriented</b> (task), <b>Realistic</b> (can it be done?), and <b>Time Limited</b> (state a deadline).</p>	<p>a) <b>Objective</b> does not demonstrate the ability to write a <b>SMART Objective</b>.</p> <p>b) Is not write a clear and concise Objective that is Specific, Measurable, Action Oriented, Realistic, &amp; Time Limited</p>	<p>a) <b>Objective</b> misidentifies some of the components of a <b>SMART Objective</b>.</p> <p>b) <b>Objective</b> text does not clearly identify the purpose of the Objective.</p> <p>c) The <b>Objective</b> is too broad and not specific.</p>	<p>a) <b>Objective</b> identifies the purpose of the Objective, however, makes weak connections to the improvement of the goal.</p> <p>b) <b>Objective</b> is <b>SMART</b>; however, does not explain the significance.</p>	<p>a) <b>Objective</b> clearly &amp; accurately identifies a written <b>SMART Objective</b> that is concise as follows: Specific, Measurable, Action-Oriented, Realistic, &amp; Time Limited.</p>	
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<p><b>II. Tasks:</b> Describes the steps that a unit manager will follow to achieve the Objective also known as _____ procedures or action steps. <b>Tasks</b> must be of sufficient detail to clearly demonstrate to others what is planned to accomplish the Objective and by when. <b>Tasks</b> must address the Objective detail, be action oriented, and be time limited. Some <b>Tasks</b> may require additional funding in order to carry them out. When that is the case and budget procedures will allow, the unit manager must enter a detailed justification to request funding at the <b>Task</b> level.</p>	<p>a) <b>Tasks</b> do not describe the steps a unit manager will follow to achieve the Objective.</p> <p>b) <b>Tasks</b> make no connection with the actual purpose of the Objective and do not address the Objective detail.</p> <p>c) <b>Tasks</b> &amp; budget requests do not align with the actual Objective purpose.</p> <p>d) <b>Tasks</b> provide no evidence of data informed decision making with regard to budget requests.</p>	<p>a) <b>Tasks</b> vaguely describes the steps a unit manager follows to achieve the Objective also known as procedures or action steps.</p> <p>b) <b>Tasks</b> do not clearly detail or demonstrates what is planned to accomplish and by when.</p> <p>c) <b>Tasks</b> do not address the Objective detail, are action oriented, and are time limited.</p> <p>d) For funding requests, no data is used to support the request, and no detailed justification to request funding at the <b>Task</b> level.</p>	<p>a) <b>Tasks</b> clearly describes the steps a unit manager follows to achieve the Objective also known as procedures or action steps.</p> <p>b) <b>Tasks</b> are sufficient detail to clearly demonstrate to others what is planned to accomplish the Objective and by when.</p> <p>c) <b>Tasks</b> address the Objective detail, are action oriented, and are time limited.</p> <p>d) Data used to support budget request in <b>Tasks</b> are vague and have a poorly written justification used.</p>	<p>a) <b>Tasks</b> clearly describe the steps a unit manager follows to achieve the Objective also known as procedures or action steps.</p> <p>b) <b>Tasks</b> provide sufficient detail to clearly demonstrate to others what is planned to accomplish the Objective and by when.</p> <p>c) <b>Tasks</b> clearly address the Objective detail, are action oriented, and are time limited.</p> <p>d) Some <b>Tasks</b> requiring funding contain procedures, data to support the request, and have a well written and detailed justification to request funding at the <b>Task</b> level.</p>	



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<p><b>III. Intended Results:</b> Describes the <b>Intended Result(s)</b> or purpose of the Objective. The description must provide clarity for the supervisor regarding the purpose of the Objective and associated planning efforts or tasks. The <b>Intended Result(s)</b> also must serve to guide the scope of the assessment efforts needed to track the progress of the Objective.</p>	<p>a) Does not describe the <b>Intended Result(s)</b> of the Objective.</p> <p>b) <b>Intended Result(s)</b> do not describe the purpose of the Objective.</p> <p>c) <b>Intended Result(s)</b> do not support the assessment efforts required to measure the impact of the Objective.</p>	<p>a) <b>Intended Result(s)</b> provide a vague description of the intended results of the Objective.</p> <p>b) <b>Intended Result(s)</b> description does not align with the purpose of the stated Objective.</p>	<p>a) Attempts to describe the <b>Intended Result(s)</b> or purpose of the Objective.</p> <p>b) <b>Intended Result(s)</b> provide a rationale for the purpose of the Objective and associated planning efforts or tasks.</p> <p>c) <b>Intended Result(s)</b> provides some information to guide the scope of the assessment efforts needed to track the progress of the Objective.</p>	<p>a) Accurately describes the <b>Intended Result(s)</b> or purpose of the Objective.</p> <p>b) <b>Intended Result(s)</b> provide a clear description regarding the purpose of the Objective and associated planning efforts or tasks.</p> <p>c) <b>Intended Result(s)</b> serve as an excellent guide for the scope of assessment efforts needed to track the progress of the Objective.</p>	
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<p><b>IV. Assessment Measure:</b> Demonstrates the ability to create an <b>Assessment Measure</b> that is designed to assess the Objective. Has written a plan that includes a method to gather, interpret, and prioritize information as well as explain their significance as it relates to the Objective.</p>	<p>a) Inaccurately creates an <b>Assessment Measure</b> of the wrong source that does not measure the Objective.</p> <p>b) <b>Assessment Measure</b> misidentifies information related to the Objective and fails to prioritize the assessment information.</p> <p>c) <b>Assessment Measure</b> expresses an unreasonable or invalid method to gather and interpret information and is unable to analyze data and explain the significance as it relates to the Objective.</p>	<p>a) Accurately creates an <b>Assessment Measure</b> that is measurable but of the wrong source that does not measure the Objective.</p> <p>b) <b>Assessment Measure</b> identifies some information related to the Objective but fails to prioritize the assessment information.</p> <p>c) <b>Assessment Measure</b> expresses a reasonable method to gather and interpret information, however, is unable to explain the significance of the analyzing data as it relates to the Objective.</p>	<p>a) Accurately creates an <b>Assessment Measure</b> that is measurable and provide and articulates evidence and assumptions when analyzing and/or interpreting information.</p> <p>b) <b>Assessment Measure</b> identifies a method to gather relevant information but with some information missing and lacks clarity.</p>	<p>a) Provides clear evidence demonstrating ability to create an <b>Assessment Measure</b> that is designed to assess the Objective.</p> <p>b) <b>Assessment Measure</b> is written a plan that includes a method to gather, interpret, and prioritize information and explain their significance as it relates to the Objective.</p> <p>c) <b>Assessment Measure</b> includes clearly written, valid statements, data, facts, questions, graphs, theories, assertions, description, etc.</p>	



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<p>V. <b>Actual Results:</b> Communicates effectively in analyzing and determining solutions to complex problems for <u>continuous</u> improvement. <b>Actual Results</b> are based on the Objective as well as the assessment.</p>	<p>a) <b>Actual Results</b> does not articulate or explain key results or conclusions. b) No evidence of the <b>Actual Results</b> of the Objective. c) <b>Actual Results</b> shows no evidence of the assessment measure aligned with the stated Objective.</p>	<p>a) <b>Actual Results</b> articulates or explains key concepts but in a vague, confusing, or ambiguous manner. b) Does not stay on track when communicating the <b>Actual Results</b> of the Objective and the assessment measure is not appropriate or aligned with the stated Objective.</p>	<p>a) <b>Actual Results</b> articulates and explains key concepts. b) <b>Actual Results</b> stays on track. c) However, <b>Actual Results</b> are not clearly based on the Objective and the assessment is vague.</p>	<p>a) <b>Actual Results</b> articulates and explains key concepts in a clear and concise manner. b) <b>Actual Results</b> stays or track and articulates purpose. c) <b>Actual Results</b> communicates effectively in analyzing and determining solutions to complex problems for continuous improvement. d) <b>Actual Results</b> are based on the Objective as well as the assessment.</p>	
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<p>VI. <b>Use of Results:</b> Communicates clearly what was learned from the Objective. <b>Use of Results</b> should communicate the basis for an Objective to be carried forward in the next <del>semester or next</del> planning year. The <b>Use of Results</b> must offer a solution based on the challenges discovered from the actual results data and must close the planning loop by describing the next steps based on Results of the Objective.</p>	<p>a) Does not communicate clearly <b>Use of Results</b> from what was learned from the Objective. b) No evidence of the <b>Use of Results</b> being carried forward into the next semester or planning year. c) Does not offer a solution that aligns with the actual results. d) Does not clearly "close the loop" on this Objective.</p>	<p>a) Communicates <b>Use of Results</b> in a vague manner that does not align with actual results. b) Does not clearly describe how <b>Use of Results</b> are carried forward. c) Weak attempt at "closing the loop" on this Objective.</p>	<p>a) Communicates the <b>Use of Results</b>. b) Describes how the <b>Use of Results</b> shall be carried forward into the next semester or planning year. c) Good attempt to "close the loop" on this Objective.</p>	<p>a) Provides clear explanation of what was learned from the Objective as <b>Use of Results</b>. b) Clearly written <b>Use of Results</b> aligned with the Objective to be carried forward in the next semester or next planning year. c) <b>Use of Results</b> offers thoughtful solutions based on challenges discovered from the <i>Actual Results data</i>. d) Closes the loop by describing the next steps.</p>	



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<p><b>VII. Documentation:</b> Develops conclusions &amp; solutions, using appropriate data to document findings based on the Objective &amp; assessment measure. <b>Documentation</b> fits with the assessment measure. <b>Documentation</b> includes an analysis of data and/or executive summary of the assessment findings.</p>	<p>a) <b>No Documentation</b> is included in the plan to base the Objective upon on and unrelated documentation is utilized.</p>	<p>a) <b>Documentation</b> inadequately expresses the logical process of critical inquiry. b) Data used to substantiate findings is not appropriate for the Objective. c) <b>Documentation</b> does not support the assessment measure and/or offers a vague analysis.</p>	<p>a) <b>Documentation</b> expresses the logical process of critical inquiry with minor errors. b) Uses data to substantiate findings, but not clearly written. c) <b>Documentation</b> provides evidentiary support for the assessment measure, but does not provide an analysis of the data or an executive summary.</p>	<p>a) <b>Documentation</b> expresses and articulates the logical process of critical inquiry. b) <b>Documentation</b> used is appropriate data to substantiate findings as a result of the Objective. c) <b>Documentation</b> provides clear, evidentiary support of the assessment measure. d) <b>Documentation</b> includes an analysis of data and/or executive summary of the assessment findings "Results and Use of Results".</p>	
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<p><b>VIII. Objective Page:</b> Demonstrates the ability to consider the entire <b>Objective Process</b>, and all of the related parts of the Objective page including a clearly written Objective that aligns with assessment, intended results, the strategic plan, annual division planning priorities, implications, and significant tasks that explain a rationale for the Objective.</p>	<p>a) <b>Objective Page</b> does not demonstrate the ability to consider the entire <b>Objective Process</b>. b) <b>Objective Page</b> does not connect all of the related parts within the Objective Page. c) <b>Objective Page</b> expresses unreasonable and inconsistent assumptions. d) <b>Objective Page</b> does not identify or incorrectly identifies assessment methods, implications, throughout each section.</p>	<p>a) <b>Objective Page</b> incorrectly identifies sections of the <b>Objective Process</b>, and all of the related parts of the Objective page. Including recognizing and assess assumptions, implications, throughout each section. b) <b>Objective Page</b> expresses some assumptions that are reasonable but are inconsistent throughout.</p>	<p>a) <b>Objective Page</b> correctly identifies sections of the <b>Objective Process</b>, and some of the related parts of the Objective page with minor errors. Including recognizing and assessing most of the assumptions, implications, throughout each section. b) <b>Objective Page</b> expresses most of the assumptions that are reasonable but are inconsistent throughout.</p>	<p>a) Demonstrates the ability to consider the entire <b>Objective Process</b>, and all of the related parts of the Objective page. b) Including a clearly written Objective that aligns with assessment. c) Recognizing intended results. d) Clearly written tasks. e) All parts of the <b>Objective Page</b> align assessment, intended results, the strategic plan, and annual planning priorities, implications, as well as significant tasks that explain a rationale for the Objective.</p>	