Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part I: Program Review
(See cover letter for how to use this rubric.)

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<th>Levels of Implementation</th>
<th>Characteristics of Institutional Effectiveness in Program Review (Sample institutional behaviors)</th>
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| Awareness                | • There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review.  
                           • There is recognition of existing practices and models in program review that make use of institutional research.  
                           • There is exploration of program review models by various departments or individuals.  
                           • The college is implementing pilot program review models in a few programs/operational units. |
| Development              | • Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness.  
                           • Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness.  
                           • Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin. Etc.)  
                           • Appropriate resources are allocated to conducting program review of meaningful quality.  
                           • Development of a framework for linking results of program review to planning for improvement.  
                           • Development of a framework to align results of program review to resource allocation. |
| Proficiency              | • Program review processes are in place and implemented regularly.  
                           • Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making.  
                           • The program review framework is established and implemented.  
                           • Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness.  
                           • Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples.  
                           • The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes. |
| Sustainable Continuous Quality Improvement | • Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.  
                                           • The institution reviews and refines its program review processes to improve institutional effectiveness.  
                                           • The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning. |
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Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes  
(See cover letter for how to use this rubric.)

| Levels of Implementation | Characteristics of Institutional Effectiveness in Student Learning Outcomes  
(Sample institutional behaviors) |
|---------------------------|---------------------------------------------------------------|
| Awareness                 | • There is preliminary, investigative dialogue about student learning outcomes.  
• There is recognition of existing practices such as course objectives and how they relate to student learning outcomes.  
• There is exploration of models, definitions, and issues taking place by a few people.  
• Pilot projects and efforts may be in progress.  
• The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin. |
| Development               | • College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline.  
• College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes.  
• Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment.  
• Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation.  
• Appropriate resources are being allocated to support student learning outcomes and assessment.  
• Faculty and staff are fully engaged in student learning outcomes development. |
| Proficiency               | • Student learning outcomes and authentic assessment are in place for courses, programs and degrees.  
• Results of assessment are being used for improvement and further alignment of institution-wide practices.  
• There is widespread institutional dialogue about the results.  
• Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning.  
• Appropriate resources continue to be allocated and fine-tuned.  
• Comprehensive assessment reports exist and are completed on a regular basis.  
• Course student learning outcomes are aligned with degree student learning outcomes.  
• Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled. |
| Sustainable Continuous Quality Improvement | • Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.  
• Dialogue about student learning is ongoing, pervasive and robust.  
• Evaluation and fine-tuning of organizational structures to support student learning is ongoing.  
• Student learning improvement is a visible priority in all practices and structures across the college.  
• Learning outcomes are specifically linked to program reviews. |

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