

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

**Rubric for Evaluating Institutional Effectiveness – Part II: Planning**

(See cover letter for how to use this rubric.)

<b>Levels of Implementation</b>	<b>Characteristics of Institutional Effectiveness in Planning</b> <i>(Sample institutional behaviors)</i>
<b>Awareness</b>	<ul style="list-style-type: none"> <li>• The college has preliminary investigative dialogue about planning processes.</li> <li>• There is recognition of case need for quantitative and qualitative data and analysis in planning.</li> <li>• The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g. in human or physical resources).</li> <li>• Planning found in only some areas of college operations.</li> <li>• There is exploration of models and definitions and issues related to planning.</li> <li>• There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money"</li> <li>• The college may have a consultant-supported plan for facilities, or a strategic plan.</li> </ul>
<b>Development</b>	<ul style="list-style-type: none"> <li>• The Institution has defined a planning process and assigned responsibility for implementing it.</li> <li>• The Institution has identified quantitative and qualitative data and is using it.</li> <li>• Planning efforts are specifically linked to institutional mission and goals.</li> <li>• The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation.</li> <li>• Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement.</li> <li>• Planning processes reflect the participation of a broad constituent base.</li> </ul>
<b>Proficiency</b>	<ul style="list-style-type: none"> <li>• The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements.</li> <li>• The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness.</li> <li>• The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes.</li> <li>• The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission).</li> <li>• The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses).</li> <li>• The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources.</li> </ul>
<b>Sustainable Continuous Quality Improvement</b>	<ul style="list-style-type: none"> <li>• The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.</li> <li>• There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution.</li> <li>• There is ongoing review and adaptation of evaluation and planning processes.</li> <li>• There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.</li> </ul>