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.)

<table>
<thead>
<tr>
<th>Levels of Implementation</th>
<th>Characteristics of Institutional Effectiveness in Planning (Sample institutional behaviors)</th>
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| **Awareness**            | • The college has preliminary investigative dialogue about planning processes.  
|                          | • There is recognition of case need for quantitative and qualitative data and analysis in planning.  
|                          | • 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).  
|                          | • Planning found in only some areas of college operations.  
|                          | • There is exploration of models and definitions and issues related to planning.  
|                          | • There is minimal linkage between plans and a resource allocation process, perhaps planning for use of “new money”  
|                          | • The college may have a consultant-supported plan for facilities, or a strategic plan. |
| **Development**          | • The Institution has defined a planning process and assigned responsibility for implementing it.  
|                          | • The Institution has identified quantitative and qualitative data and is using it.  
|                          | • Planning efforts are specifically linked to institutional mission and goals.  
|                          | • The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation.  
|                          | • Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement.  
|                          | • Planning processes reflect the participation of a broad constituent base. |
| **Proficiency**          | • 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.  
|                          | • The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness.  
|                          | • The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes.  
|                          | • 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).  
|                          | • The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses).  
|                          | • The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources. |
| **Sustainable Continuous Quality Improvement** | • The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.  
|                          | • There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution.  
|                          | • There is ongoing review and adaptation of evaluation and planning processes.  
|                          | • There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes. |