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.)

<table>
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<th>Levels of Implementation</th>
<th>Characteristics of Institutional Effectiveness in Program Review</th>
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<td><em>(Sample institutional behaviors)</em></td>
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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. |