**Accrediting Commission for Community and Junior Colleges**

Western Association of Schools and Colleges

**Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes**

(See attached instructions on how to use this rubric.)

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| **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. |

JP;DB: cg 8/2007

Assessment Timeline:

Fall 2007:

* All Reedley College course outlines have been modified to include course student learning outcomes

Fall 2008:

* A Student Learning Outcomes Coordinator is assigned
* Joint Program Review and Curriculum ad-hoc committee draft Institutional Learning Outcomes

Spring 2009:

* The Student Learning Outcomes Coordinator takes over as Program Review Chair
* Proposed ILOs are revealed to Reedley College during Duty Presentations
* Senates approve Institutional Learning Outcomes
* College Council approves Institutional Learning Outcomes
* Program Review Cycle 3 Handbook draft is completed
* Senates approve Program Review Cycle 3 Handbook
* College Council approves Program Review Cycle 3 Handbook

Fall 2009:

* Assessment Advisory Committee drafts the Course and Program Assessment Reporting Forms
* Senates approve Course and Program Assessment Reporting Forms
* Program Review Cycle Two is complete along with program learning outcomes
* Begin mapping of courses to ILOs