**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