

DRAFT

Lane Community College Institutional Effectiveness Rubric¹

Level	Characteristics
Awareness (Initial)	<p>Comprehensive, Integrated, and Ongoing Planning</p> <ul style="list-style-type: none"> • The college has preliminary investigative dialogue about planning processes and there is exploration of models, definitions, and issues related to planning. • There is discussion of structures and systems to align institutional and unit level planning and improvement efforts to college core themes and strategic directions. • Planning is found in some areas of college governance, programs and services. <p>Informed by Data and Analysis</p> <ul style="list-style-type: none"> • There is recognition of case need for quantitative and qualitative data and analysis in planning and institutional effectiveness structures. <p>Broad-Based Participation and Engagement</p> <ul style="list-style-type: none"> • There is minimal evidence of constituency involvement. <p>Implementation, Evaluation, and Adaptation</p> <ul style="list-style-type: none"> • The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation. <p>Planning Guides Resource Allocation</p> <ul style="list-style-type: none"> • There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money" or one-time funds.
Development (Emerging)	<p>Comprehensive, Integrated, and Ongoing Planning</p> <ul style="list-style-type: none"> • The institution has defined planning processes in alignment with core themes and strategic directions. • There is emerging understanding of the alignment of unit level, cross-functional, and institutional plans to college core themes and strategic directions. <p>Informed by Data and Analysis</p> <ul style="list-style-type: none"> • The institution has identified core theme indicator data, thresholds and criteria. • Standardized data are accessible at both unit and institutional levels. • The institution uses applicable quantitative and qualitative data to improve institutional effectiveness in some areas. <p>Broad-Based Participation and Engagement</p> <ul style="list-style-type: none"> • Planning processes reflect the participation of an expanding constituent base. <p>Implementation, Evaluation, and Adaptation</p> <ul style="list-style-type: none"> • Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement. <p>Planning Guides Resource Allocation</p> <ul style="list-style-type: none"> • There is some evidence that formal planning guides resource prioritization and allocation.

¹ Sources: NWCCU Rubric for Standard 3.A.1-3.A.5, ACCJC Rubric For Evaluating Institutional Effectiveness

Level	Characteristics
Proficiency (Developed)	<p>Comprehensive, Integrated, and Ongoing Planning</p> <ul style="list-style-type: none"> • The college engages in multi-year planning processes which are integrated to achieve broad educational purposes and improve institutional effectiveness • The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, student affairs, college services and executive services. <p>Informed by Data and Analysis</p> <ul style="list-style-type: none"> • The institution assesses progress toward achieving its core theme objectives over time, using longitudinal data and analyses. • Both standardized and program-specific data and performance measures are used in department planning and program review. <p>Broad-Based Participation and Engagement</p> <ul style="list-style-type: none"> • Planning processes reflect the participation and meaningful contribution of a broad constituent base. <p>Implementation, Evaluation, and Adaptation</p> <ul style="list-style-type: none"> • 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 college documents assessment results and communicates matters of quality assurance and mission fulfillment to appropriate constituencies. <p>Planning Guides Resource Allocation</p> <ul style="list-style-type: none"> • Formal planning regularly guides resource allocation.
Sustainable Continuous Quality Improvement (Highly Developed)	<p>Comprehensive, Integrated, and Ongoing Planning</p> <ul style="list-style-type: none"> • There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes. <p>Informed by Data and Analysis</p> <ul style="list-style-type: none"> • Data and analyses are widely distributed, understood, and used throughout the institution. <p>Broad-Based Participation and Engagement</p> <ul style="list-style-type: none"> • There is dialogue about institutional effectiveness that is ongoing, robust, and pervasive. <p>Implementation, Evaluation, and Adaptation</p> <ul style="list-style-type: none"> • There is ongoing, systematic review and adaptation of evaluation and planning processes. • The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. <p>Planning Guides Resource Allocation</p> <ul style="list-style-type: none"> • Formal planning and assessment practices guide resource allocation • The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, included stated learning outcomes.