

Lane Community College Institutional Effectiveness Rubric<sup>1</sup>

Awareness (Initial)	Development (Emerging)	Proficiency (Developed)	Sustainable Continuous Quality Improvement (Highly Defined)
<b>Comprehensive, Integrated, and Ongoing Planning</b>			
<p>The college has preliminary investigativedialogue about planning processes and there is exploration of models, definitions, and issues related to planning.</p> <p>There is discussion of structures and systems to align institutional and unit level planning and improvement efforts to college core themes and strategic directions.</p> <p>Planning is found in some areas of college governance, programs and services.</p>	<p>The institution has defined planning processes in alignment with core themes and strategic directions.</p> <p>There is an emerging understanding of the alignment of unit level, cross- functional, and institutional plans to college core themes and strategic directions.</p>	<p>The college engages in multi-year planning processes which are integrated to achieve broad educational purposes and improve institutional effectiveness.</p> <p>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>	<p>There is consistent and continuous commitment to improving and assessing student learning and educational effectiveness and using the assessment results to improve planning and make resource allocations.</p> <p>Educational effectiveness is a demonstrable priority in all planning structures and processes.</p>

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

Awareness (Initial)	Development (Emerging)	Proficiency (Developed)	Sustainable Continuous Quality Improvement (Highly Defined)
<b>Informed by Data and Analysis</b>			
<p>There is recognition of case need for quantitative and qualitative data and analysis in planning and institutional effectiveness structures.</p>	<p>The institution has identified core theme indicator data, thresholds and criteria.</p> <p>Standardized data are accessible at both unit and institutional levels.</p> <p>The institution uses applicable quantitative and qualitative data to improve institutional effectiveness in some areas.</p>	<p>The institution assesses progress toward achieving its core theme objectives over time, using longitudinal data and analyses.</p> <p>Both standardized and program-specific data and performance measures are used in department planning and program review.</p>	<p>Data and analyses are widely distributed, understood, and used throughout the institution for continuous quality improvement of educational programs and services.</p>
Awareness (Initial)	Development (Emerging)	Proficiency (Developed)	Sustainable Continuous Quality Improvement (Highly Defined)
<b>Broad-Based Participation and Engagement</b>			
<p>There is minimal evidence of constituency involvement.</p>	<p>Planning processes reflect the participation of an expanding constituent base.</p>	<p>Planning processes reflect the participation and meaningful contribution of a broad constituent base.</p>	<p>There is ongoing dialogue about institutional effectiveness that is ongoing, robust, and pervasive.</p>

Awareness (Initial)	Development (Emerging)	Proficiency (Developed)	Sustainable Continuous Quality Improvement (Highly Defined)
<b>Implementation, Evaluation, and Adaptation</b>			
<p>The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation.</p>	<p>Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement.</p>	<p>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.</p> <p>The college documents assessment results and communicates matters of quality assurance and mission fulfillment to appropriate constituencies.</p>	<p>There is ongoing, systematic review and adaptation of evaluation and planning processes.</p> <p>The College uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.</p>
Awareness (Initial)	Development (Emerging)	Proficiency (Developed)	Sustainable Continuous Quality Improvement (Highly Defined)
<b>Planning Guides Resource Allocation</b>			
<p>There is minimal linkage between plans and a resource allocation process, limited planning for use of "new money" or one-time funds.</p>	<p>There is some evidence that formal planning guides resource prioritization and allocation.</p>	<p>Formal planning regularly guides resource allocation.</p>	<p>Formal planning and assessment practices guide resource allocation.</p> <p>The College effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated</p>

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