Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges  

Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes  
(See cover letter for how to use this rubric.)

| 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. |