Mission College Institutional Effectiveness

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ACCJC/WASC Rubric

▸ Purpose

◦ Provide "common language" for what is meant by full compliance with the standards

◦ Increase consistency across college self study narratives and visiting team evaluations

ACCJC/WASC Rubric

- Components
  - Three areas have consistently emerged as difficult for colleges and visiting teams in the past

    - Program Review
    - Planning
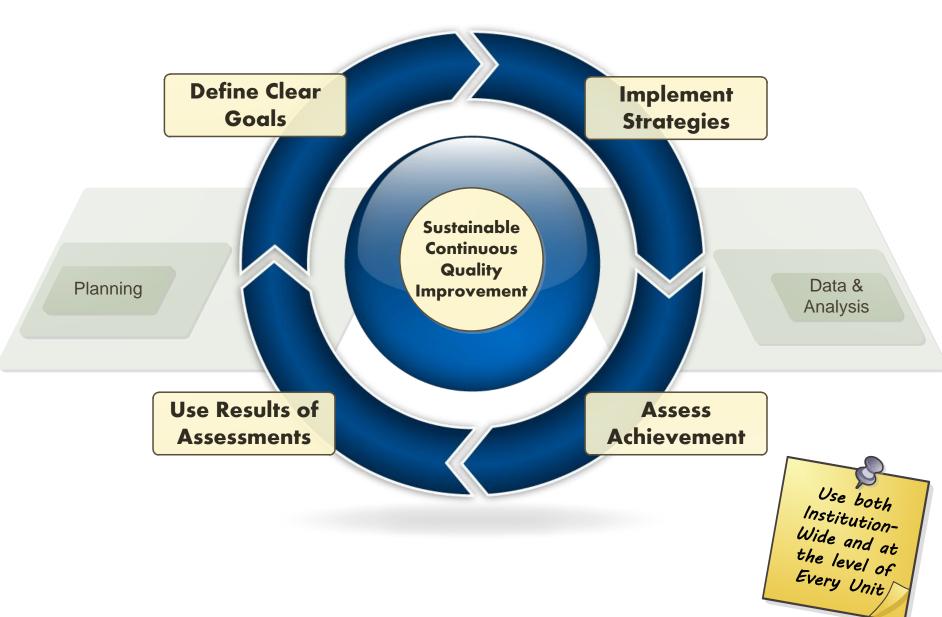   - Student Learning Outcomes

ACCJC/WASC Rubric

- Good to Note
  - Rubrics do not set new criteria or standards by which an institution is evaluated

  - Rather, listed behaviors are meant to be examples of behavior that is indicative of implementation stage

  - Also, just plain good policy that we want to follow anyway

From Rubrics to Effectiveness

- Four levels of Implementation
  - Awareness
  - Development
  - Proficiency
  - Sustainable, Continuous, Quality Improvement

- Each level of implementation brings us closer to a complete model of institutional effectiveness

Mission College
Model of Institutional Effectiveness

Define Clear Goals

Implement Strategies

Planning

Data & Analysis

Sustainable Continuous Quality Improvement

Use Results of Assessments

Assess Achievement

Use both Institution-Wide and at the level of Every Unit

**Define Clear
Goals**

Characteristics

--Goals are clear and
easy to communicate

--Goals are distinct

--Goals are SMART
  Specific
  Measurable
  Attainable
  Results oriented
  Time-bound

--Goals are driven by
data and analysis

"Planning efforts are specifically linked to institutional mission and goals"

"The institution has identified quantitative and qualitative data and is using it"

"College has established an institutional framework for definition of student learning outcomes . . . and timeline"

"The institution has defined a planning process and assigned responsibility for implementing it"

Quotes from the WASC "Rubric for Evaluating Institutional Effectiveness"

Implement Strategies

Characteristics

--Strategies lead to achievement of goals

--Strategies are realistic and attainable

--Responsible parties are clearly identified

--Appropriate resources are available for implementation

Leadership groups (e.g. Academic Senate and administration) have accepted responsibility for student learning outcomes implementation"

"Existing organizational structures are supporting strategies for student learning outcomes definition and assessment"

"Development of a framework for linking results of program review to planning for improvement"

"Program review processes are in place and implemented regularly"

"Appropriate resources are being allocated to conduct program review of meaningful quality / to support student learning outcomes and assessment"

Quotes from the WASC "Rubric for Evaluating Institutional Effectiveness"

Assess Achievement

Characteristics

--Planned for as part of strategy implementation

--Provide evaluation that is accurate and truthful

--Timely and useful for planning and decision-making

--Ongoing and systematized

--Cost-effective

"The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results"

"The institution assesses progress toward achieving its education goals over time (uses longitudinal data ans analyses)"

"Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement"

"The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies"

Quotes from the WASC "Rubric for Evaluating Institutional Effectiveness"

Use Results of Assessments

**Mission College
Model of Institutional Effectiveness**

Characteristics

--Are shared and regularly discussed

--Basis for future planning and resource allocation

--Are used to improve programs and services

--Are used to re-evaluate existing goals, strategies, and assessments

--Included in Program Review

"The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning"

"There is dialogue about institutional effectiveness that is ongoing, robust, and pervasive"

"Results of assessment are being used for improvement and further alignment of institution-wide practices"

"There is ongoing review and adaptation of evaluation and planning processes"

"The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student learning and achievement "

Quotes from the WASC "Rubric for Evaluating Institutional Effectiveness"

Define Clear Goals

-- Constituencies and key players consulted to identify needs
-- Review of state and national recommendations and resources
-- Collection of "model plans"
-- Purpose, expectations and timelines established

Implement Strategies

-- Responsible parties identified
-- Participation in NIMS and SIMS incident management training
-- Draft plan tested prior to full college release
-- Emergency supplies identified, purchased, and stored in safe facility
-- Final plan rolled out with initial training

Assess Achievement

-- Emergency evacuation drills every semester, day and evening
-- Response reviewed by Facilities Safety and other public venues
-- Evaluation from emergency preparedness consultants
-- Consultation with public safety (police, fire, medical) to assess effectiveness of procedures

Use Results of Assessments

-- Updated versions of plan released
-- Updated emergency procedure charts ("orange" and "yellow") hung in classrooms and offices
-- Ongoing refinements of procedures
-- New and updated training opportunities
-- Continued dialogue

Key Messages

▸ This is important for accreditation, but that is not our driving motivation—we want to systematically assess and improve

▸ This is both a college-wide activity, and something all of us should strive to practice in every area