

**EVC Implementation Plan**  
**Rubric for Evaluating Institutional Effectiveness 2009 - 2012**  
**Part I: Program Review**

**Characteristics of Institutional Effectiveness in Program Review**

<b>Levels of Implementation</b>	<b>Accomplished</b>	<b>2010-2011</b>	<b>2011-2012</b>
<b>Awareness</b>	<ul style="list-style-type: none"> <li>• There is preliminary investigative dialogue at the institution or within some departments.</li> <li>• There is recognition of existing practices and models in program review that make use of institutional research.</li> <li>• There is exploration of program review models by various departments or individuals.</li> <li>• The college is implementing pilot program review models in a few programs/operational units.</li> </ul>		
<b>Development</b>	<ul style="list-style-type: none"> <li>• Dialogue about the results of program review is evident within the program as part of discussion of program effectiveness.</li> <li>• Leadership groups throughout the institution accept responsibility for program review framework development (Senate, Admin. Etc.)</li> <li>• Appropriate resources are allocated to conducting program review of meaningful quality.</li> <li>• Development of a framework for linking results of program review to planning for improvement.</li> <li>• Development of a framework to align results of program review to resource allocation.</li> <li>• Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• Program review is embedded in practice across the institution using qualitative and quantitative data to improve program effectiveness.</li> </ul>	

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<b>Proficiency</b>	<ul style="list-style-type: none"> <li>• Dialogue about the results of all program reviews is evident throughout the institutional effectiveness.</li> <li>• Program review processes are in place and implemented regularly.</li> <li>• Results of all program review are integrated into institution- wide planning for improvement and informed decision-making.</li> <li>• The program review framework is established and implemented.</li> <li>• Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. (<i>Evidence: CFA, Faculty hiring, Instructional \$ request, etc .</i>)</li> <li>• Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. (strengthen links)</li> </ul>	<ul style="list-style-type: none"> <li>• Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness.</li> <li>• Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples. (<i>strengthen links</i> )</li> <li>• The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.</li> </ul>	
<b>Sustainable Continuous Quality Improvement</b>	<ul style="list-style-type: none"> <li>• Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.</li> <li>• The institution reviews and refines its program review processes to improve institutional effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.</li> </ul>	