Umpqua Community College
RUBRIC FOR INSTITUTIONAL EFFECTIVENESS

Source: Rubric for Standards 1.B.1 – 1.B.4
in NWCCU's 2020 Standards for Accreditation

Comprehensive, Systematic, Continuous Planning and Assessment				
Criterion	**Initial (Awareness)**	**Emerging (Development)**	**Developed (Proficiency)**	**Highly Developed (Continuous Quality Improvement)**
1.B.1 The college has a well-defined process for assessing institutional effectiveness.	Preliminary dialogue and exploration of institutional effectiveness, assessment structures, and practices are underway.	Structures and practices for assessing institutional effectiveness are established; assessment occurs in some areas.	Systematic and regular process of assessing institutional effectiveness are implemented and address student learning, achievement, and support services.	Assessment of institutional effectiveness is systematic and leads to continuous quality improvement of all institutional systems, structures, practices, and student learning and achievement outcomes.
1.B.1 Evaluation and planning processes inform institutional effectiveness, assign resources, and improve student learning and achievement.	Planning and evaluation are evident in some areas of the college's programs and services; some data and evidence are provided to support program and institution-wide planning efforts.	The college has defined planning processes in alignment with mission fulfillment objectives and outcomes, including student learning and achievement outcomes; there is an emerging understanding of the alignment of unit*, cross-functional*, and institutional* plans.	Integrated planning processes are clearly defined, understood, and systematic; the college assesses progress toward achieving mission fulfillment indicators over time.	Ongoing, systematic, evidence-informed evaluation and planning are used to inform and refine systems, practices, strategies, and assign resources; there is consistent and continuous commitment to improving student learning and achievement; educational effectiveness is a demonstrable priority in all planning structures and processes; there is sufficient evidence that the college has improved student learning and achievement, as a result of ongoing and systematic planning and evaluation processes.
*Unit: Department-level, division-level, and office-level; includes operational and tactical plans *Cross-divisional: multiple units working collaboratively, such as DEI and Guided Pathways Plans *Institutional: college-level strategic plan				

Comparative Goals, Objectives, and Indicators				
Criterion	Initial (Awareness)	Emerging (Development)	Developed (Proficiency)	Highly Developed (Continuous Quality Improvement)
1.B.2 The institution sets meaningful goals, objectives, and indicators to define mission fulfillment and improve effectiveness.	There is recognition of the need for quantitative and qualitative data, indicators, and analysis in planning and institutional effectiveness structures.	Mission fulfillment objectives, indicators, and goals are established; standardized data are accessible at both unit* and institutional* levels; the college uses applicable quantitative and qualitative data to improve effectiveness in some areas.	Progress toward achieving its mission fulfillment objectives is assessed over time, using longitudinal data and analyses; both standardized and program-specific data and performance measures are used to inform unit* planning, program review, and institutional plans.	Mission fulfillment objectives, indicators, goals, and outcomes are widely distributed, discussed, analyzed, and used to determine strategic priorities.
1.B.2 The goals, objectives, and indicators of mission fulfillment or institutional effectiveness are in the context of, and in comparison with, regional and national peers.	There is no evidence that mission fulfillment data has improved effectiveness in comparison with regional and national peers.	Regional and national peers have been identified; minimal evidence that mission fulfillment data has improved effectiveness in comparison with regional and national peers.	Regional and national peers have been identified based on clear criteria; evidence shows that mission fulfillment data has improved effectiveness in comparison with regional and national peers.	Regional and national peers have been identified with clear criteria; data are analyzed and there is extensive evidence that the college has improved institutional effectiveness in the context of regional and national peer institutions; regional and national peer institutions are regularly reviewed to ensure appropriate and meaningful comparison.

Inclusive Engagement and Integration of Processes				
Criterion	Initial (Awareness)	Emerging (Development)	Developed (Proficiency)	Highly Developed (Continuous Quality Improvement)
1.B.3 The planning process is inclusive, allocates resources, and leads to improvement of institutional effectiveness.	There is minimal evidence of the involvement of the various constituents; there is minimal linkage between planning efforts, resource allocation, and outcomes.	Planning processes reflect the participation of an expanding constituent base; there is some evidence that formal planning processes are aligned with mission fulfillment and strategic priorities; planning guides resource prioritization and allocation.	Processes reflect the participation and meaningful contribution of a broad constituent base; formal planning is clearly aligned to institutional objectives, indicators, and outcomes; planning regularly guides resource allocation.	Evidence shows that planning processes are broad-based, offer opportunities for input by appropriate constituencies, allocate necessary resources, and lead to improvement of institutional outcomes.

Monitoring, Evaluation, and Adaptation				
Criterion	Initial (Awareness)	Emerging (Development)	Developed (Proficiency)	Highly Developed (Continuous Quality Improvement)
1.B.4 The College monitors its internal and external environments to identify current and emerging patterns, trends, and expectations.	There is minimal evidence of monitoring internal and external environments; current and emerging evidence of patterns and trends are not developed.	Monitoring of internal and external environments has been initiated; data and evidence are used in some areas to inform planning and resource allocation.	Structures for monitoring internal and external environments are developed; data and evidence from internal and environmental monitoring are used regularly in planning and resource allocation.	Internal and external environments are monitored continuously and systematically to identify current and emerging patterns, trends, and expectations; data and evidence are systematically and regularly used to inform planning and resource allocation.
1.B.4 Governance system engagement in institutional effectiveness	Planning and institutional effectiveness efforts are discussed in some areas of institutional governance.	Governance, policy, and decision-making processes are informed by a review of institutional effectiveness.	Institutional effectiveness reports, findings, and recommendations are regularly discussed and addressed through the institution's governance system.	The governance system uses findings and recommendations to assess the college's strategic position, define its future direction, and review and revise, as necessary, its mission, planning, the intended outcomes of its programs and services, and indicators of achievement.