## Appendix 1.D
Southwestern Oregon Community College
Institutional Effectiveness Evaluation
*Draft Rubric*
Assess Program Review and Core Theme Objectives, Indicators, Thresholds

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Evaluation Level</th>
<th>Initial</th>
<th>Emerging</th>
<th>Developing</th>
<th>Highly Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Review Process Assessment</strong></td>
<td></td>
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</tr>
<tr>
<td>Program Review (PR) Process (Check It!)</td>
<td>Draft process steps identified or no formal plan</td>
<td>Relies on short-term processes or not all areas participating</td>
<td>Process in place with formal plan outlined; most areas complete process</td>
<td>Clear multi-year processes with planning implementation</td>
<td></td>
</tr>
<tr>
<td>Program Review (PR) Assessable Outcomes</td>
<td>Non-specific outcomes or no outcomes present</td>
<td>Outcomes identified for some programs; alignment inconsistent for all outcomes</td>
<td>Most outcomes aligned with indicators that demonstrate student learning/operational achievement</td>
<td>All outcomes aligned with indicators that demonstrate student learning/operational achievement</td>
<td></td>
</tr>
<tr>
<td>PR Indicator Data Collection</td>
<td>Not clear that assessment data is collected or rarely collected</td>
<td>Evidence collected; faculty and staff discuss relevant criteria and use of data not fully implemented</td>
<td>Evidence collected and faculty and staff use relevant criteria</td>
<td>Evidence collected; criteria determined and multiple data sets discussed and implemented by faculty and staff. Data is used.</td>
<td></td>
</tr>
<tr>
<td>PR Outcome Indicators Valid</td>
<td>Little to no evidence indicators and thresholds are valid</td>
<td>Few of the indicators and thresholds are valid and/or measure the indicator as described</td>
<td>Majority of indicators and thresholds are valid and utilized</td>
<td>Multi-year use of valid indicators and thresholds</td>
<td></td>
</tr>
<tr>
<td>PR Outcome Indicators Reliable (rubric definitions still being developed for stable and consistent results)</td>
<td>No process to check for inter-rater reliability</td>
<td>Emerging process to check for inter-rater reliability or sporadic use of inter-rater reliability</td>
<td>Faculty and staff check for inter-rater reliability</td>
<td>Multi-year use of process and evidence of good inter-rater reliability</td>
<td></td>
</tr>
<tr>
<td>PR Outcome Indicators Alignment</td>
<td>No clear relationship between outcomes and unit/program mission</td>
<td>Some alignment between outcomes and unit/program mission</td>
<td>Clear alignment between outcomes and unit/program mission</td>
<td>All units/programs outcomes aligned with mission</td>
<td></td>
</tr>
<tr>
<td>Program Review Project Implementation (Adjust It!)</td>
<td>Results for outcomes are collected and projects identified but not discussed;</td>
<td>Results for outcomes collected, discussed but projects not implemented; not adjustments made</td>
<td>Results for outcomes collected, discussed and adjustments made from identified projects</td>
<td>Results for outcomes collected, discussed, used and evidence confirms that projects and adjustments lead to improved learning and services</td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>Program Review Oversight</td>
<td>No person or committee provides feedback to staff with lead responsibility for program review or no feedback process established to review program review processes</td>
<td>Occasional feedback provided by a person or committee to staff with lead responsibility for program review and associated processes</td>
<td>Annual feedback provided by a person or committee to staff with lead responsibility for program review and associated processes</td>
<td>Annual feedback provided by a person or committee to staff with lead responsibility for program review and associated processes; institutional support and wide-use of feedback</td>
<td></td>
</tr>
<tr>
<td>PR and Institutional Planning (Plan It!)</td>
<td>Projects identified during program review not integrated into planning</td>
<td>Attempts at aligning program review projects and planning</td>
<td>Alignment of program review projects and planning processes at all levels of the college occurs informally or formally but sporadically</td>
<td>Alignment of program review projects and planning is systematic and intentional</td>
<td></td>
</tr>
<tr>
<td>PR and Budgeting (Do It!)</td>
<td>Projects identified during program review not integrated into budgeting</td>
<td>Attempts at aligning program review projects and budgeting</td>
<td>Alignment of program review projects and planning processes at all levels of the college occurs informally or formally but sporadically</td>
<td>Alignment of program review projects and budgeting is systematic and intentional</td>
<td></td>
</tr>
<tr>
<td>PR Alignment Institutional Objectives and Indicators</td>
<td>No clear relationship between program review outcomes with institutional core themes, objectives and indicators; no clear relationship between unit/program mission and the College mission</td>
<td>Some alignment between program review outcomes with institutional core themes, objectives; no clear relationship between unit/program mission and the College mission</td>
<td>Clear alignment between program review outcomes with institutional core themes, objectives and indicators; no clear relationship between unit/program mission and the College mission</td>
<td>All units/programs program review outcomes aligned with institutional core themes, objectives and indicators; no clear relationship between unit/program mission and the College mission</td>
<td></td>
</tr>
</tbody>
</table>

Mission Fulfillment, Core Theme, Objectives, Indicators Assessment
<table>
<thead>
<tr>
<th><strong>Institutional Core Themes, Objectives and Indicators Process (Check It!)</strong></th>
<th><strong>Draft process steps identified or no formal process</strong></th>
<th><strong>Relies on short-term processes or not all areas participating</strong></th>
<th><strong>Process in place with clear steps outlined; most areas complete process</strong></th>
<th><strong>Clear multi-year processes with planning implementation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessable Objectives</strong></td>
<td>Non-specific objectives or few objectives identified</td>
<td>Objectives identified for all core themes; alignment inconsistent for all objectives to core theme or indicators</td>
<td>Most objectives aligned with indicators that demonstrate core theme achievement</td>
<td>All objectives aligned with indicators that demonstrate core theme achievement</td>
</tr>
<tr>
<td><strong>Objective Indicators Valid</strong></td>
<td>Little to no evidence indicators and thresholds are valid</td>
<td>Few of the indicators and thresholds are valid and/or measure the indicator as described</td>
<td>Majority of indicators and thresholds are valid and measure the indicator as described</td>
<td>Multi-year use of valid indicators and thresholds</td>
</tr>
<tr>
<td><strong>Objective Indicators Reliable</strong> <em>(rubric definitions still being developed for stable and consistent results)</em></td>
<td>No process to check for inter-rater reliability</td>
<td>Emerging process to check for inter-rater reliability or sporadic use of inter-rater reliability</td>
<td></td>
<td>Multi-year use of process and evidence of good inter-rater reliability</td>
</tr>
<tr>
<td><strong>Objective Indicators Alignment</strong></td>
<td>No clear relationship between objectives and indicators with College mission and core themes</td>
<td>Some alignment between objectives and indicators with College mission and core themes</td>
<td>Clear alignment between objectives and indicators with College mission and core themes</td>
<td>All core themes aligned with objectives and indicators with College mission</td>
</tr>
<tr>
<td><strong>Project Implementation (Adjust It!)</strong></td>
<td>Results for objectives and indicators are collected with projects identified but not discussed;</td>
<td>Results for objectives and indicators are discussed but projects not implemented; no adjustments made</td>
<td>Results for objectives and indicators are collected, discussed and adjustments made from identified projects</td>
<td>Results for objectives and indicators are discussed, used and evidence confirms that projects and adjustments lead to improved learning and services</td>
</tr>
</tbody>
</table>
| **Oversight** | No person or committee provides feedback to staff with lead responsibility for success indicators or no feedback process established to review core themes and objectives | Occasional feedback provided by a person or committee to staff with lead responsibility for success indicators and occasional feedback for core themes and objectives | Annual feedback provided by a person or committee to staff with lead responsibility for success indicators and annual feedback for core themes and objectives | Annual feedback provided by a person or committee to staff with lead responsibility for success indicators and annual feedback for core themes and objectives; institutional
| Institutional Planning Alignment (Plan It!) | Projects identified from Success Indicator Reports and the annual Mission Fulfillment report not integrated into planning | Attempts at aligning projects identified from Success Indicator Reports and the annual Mission Fulfillment report into planning | Alignment of projects identified from Success Indicator Reports and the annual Mission Fulfillment report into planning processes at all levels of the college occurs informally or formally but sporadically | Support and wide-use of feedback |
| Budgeting Alignment (Do It!) | Projects identified from Success Indicator Reports and the annual Mission Fulfillment report not integrated into budgeting | Attempts at aligning projects identified from Success Indicator Reports and the annual Mission Fulfillment report into budgeting | Alignment of projects identified from Success Indicator Reports and the annual Mission Fulfillment report into budgeting processes at all levels of the college occurs informally or formally but sporadically | Alignment of projects identified from Success Indicator Reports and the annual Mission Fulfillment report into budgeting is systematic and intentional |