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|-------------------------|---|
| <p><b>Awareness</b></p> | <ul style="list-style-type: none"> <li>• There is preliminary investigative dialogue at the institution or within some departments about what data or process should be used for program review.</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> |
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• Program review is embedded in practice across the institution using  
 program review is evident within

**Development**



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

**Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes**

(See attached instructions on how to use this rubric.)

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| <b>Levels of<br/>Implementation</b> | <b>Characteristics of Institutional Effectiveness in<br/>Student Learning Outcomes</b><br><i>(Sample institutional behaviors)</i> |
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- There is preliminary, investigative dialogue about student learning outcomes.
- There is recognition of existing practices such as course objectives and how they relate to stu

**Awareness**