

The Rubric for Effective Institutional Outcome Transparency provides a mechanism for institutions to review and self-score their publicly available student achievement data story. As part of the Annual Report submission process, institutions are asked to evaluate their Institutional Outcome Transparency according to the criteria presented in this rubric.

Select the scores that best represent your institution’s website and enter the total in question #12 in the Annual Report. Then indicate what improvements will be implemented to improve the score, if applicable.

Rubric for Effective Institutional Outcome Transparency			
Data Accessibility	0	1	2
	There is no prominent link on the home page of the college website, however the college does have a public page that contains student achievement data.	There is a link on the home page of the college website, but it is either not clear and/or the link title is not intuitive and approachable for a student who is exploring the college.	There is a link on the home page of the website where the college deliberately invites students to explore institutional outcomes. The link is intuitively named such that students and parents would be compelled to explore the information.
Recency and Context	0	1	2
	Published data is more than three years old.	Published data are between two and three years old. There is some explanation of why the student achievement data are present, what it being measured, and how it is used by the college.	Published data are less than two years old, contextualized, labeled, and annotated to facilitate understanding by appropriate users. Any presented metrics are accompanied by cohort descriptions. Language used in the presentation of data is at the average public reader level.
Disaggregation	0	1	2
	Student Achievement data is not disaggregated as appropriate for the College mission.	Some student achievement data is disaggregated; however, it is either minimal or inconsistent with the College mission.	Student Achievement data are meaningfully disaggregated as appropriate for the College mission
Reflection and Storytelling	0	1	2
	There is minimal to no reflection by the college regarding the student achievement results presented in the data.	There is some reflection on the meaning of the data. Student achievement data is accompanied by some institutional storytelling about how the College is addressing the published achievement information.	Student achievement data are meaningfully interpreted and includes institutional reflection on how well the college is doing with respect to the presented information. The reflection conveys a desire to continue to improve in the interest of equitable student achievement. The data are accompanied with institutional storytelling about both student achievement/learning outcomes and the effort the college continues to make in the interest of equitable student achievement. Storytelling is accompanied by contact information for users to engage, ask additional questions, or seek further clarification.

Background Information:

ACCJC Standards and the Council for Higher Education Accreditation (CHEA) guidelines for data transparency require that colleges have missions that articulate a commitment to ensuring equitable educational opportunities. [ACCJC Standards](#) 1.1, 1.3, 1.5, and 2.9 highlight below the requirements that colleges regularly review meaningfully disaggregated data to evaluate progress in student achievement, inform innovations and improvements, and regularly communicate the college's progress toward achieving its mission and goals to external stakeholders.

1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring equitable educational opportunities and outcomes for all students. (ER 6)

Review Criteria:

- The institution's mission appropriately reflects the community and students it serves.
- The institution's mission appropriately reflects the nature and structure of the institution (public, private, non-profit, corporate, etc.).
- The institution's commitment to equitable educational outcomes is informed by an understanding of the characteristics and needs of its students.
- The institution's mission demonstrates alignment with ACCJC's Policy on Social Justice.

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

Review Criteria:

- The institution has established and published standards for student achievement (i.e., institution-set standards) in accordance with Commission policy.
- The institution regularly reviews and discusses qualitative and quantitative data to evaluate its progress toward achieving the mission, enhancing understanding of students' experience, informing short- and long-term planning, and implementing improvements as needed.
- The institution regularly reviews meaningfully disaggregated data, identifies equity gaps, and engages in planning and improvement to close these gaps.

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement. (ER 19)

Review Criteria:

- The institution regularly communicates the results of its progress assessments with internal and external stakeholders, as appropriate to its character and context.
- Institutional evaluation reports and program reviews can be accessed by constituencies.
- Data and evidence related to institutional strengths and areas for development are used to inform and document discussions of institutional priorities.

2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement. (ER 11, ER 14)

Review Criteria:

- The institution follows established processes that include analysis of data related to student learning (i.e., outcomes assessment results) and achievement (e.g., course completions and degree/certificate completions), disaggregated for student subpopulations and/or learning modalities as appropriate.
- Faculty and other educators engage in dialogue about learning and achievement data, disaggregated for student subpopulations and/or learning modalities as appropriate, in order to guide program improvement and curriculum development, address achievement gaps, and inform institutional goalsetting.
- The institution's dialogue about disaggregated learning and achievement data informs institutional goal-setting.