

Standard One Mission and Core Themes Rubric

Criterion	Initial (1)	Emerging (2)	Developed (3)	Highly Developed (4)	Score	Comments, Concerns, Questions
Governing Board has approved mission and core themes	Not reviewed by the Board in many years	Proposal prepared for submitting to the Board for review	Scheduled for the next Board meeting	Approved by the Board		
Mission is widely published, derived from and understood by the institution's community	Mission is not discussed, is published in some locations, and understood only by a few	Mission is shared in some discussions, published in some locations across media, understood by those present in discussions	Mission is known by employees and students, published in most media used, understood by most employees and students	Mission is known by all constituents, published in all media used, understood by all employees and students		
Mission articulates the institution's purpose as a higher education institution	Not clear if the primary purpose of the institution is comparable to higher education institutions	Purpose appears to be comparable to higher education institutions but is confusing, overextended, or is remiss of critical areas of higher education	Mission is comparable to institutions of higher education and articulates most critical areas of higher education institutions	Mission is a model for comparable institutions of higher education and articulates critical areas of higher education institutions		
Institution articulates acceptable threshold or extent of mission fulfillment through accomplishments	No clear articulation of mission fulfillment or accomplishments leading to mission fulfillment	Some thresholds or extent articulated but not thorough to acceptability to mission fulfillment or associated accomplishments	Most thresholds or extent articulated and acceptability is mostly clear to mission fulfillment or associated accomplishments	All thresholds or extent articulated and acceptability is clearly stated for mission fulfillment or associated accomplishments		
Core themes manifest and encompass essential elements of the mission	Little or no alignment between the mission, purpose, and core themes	Alignment of mission and core themes in some areas of the mission and the institution's purpose	Core themes align with most critical areas of the mission and the purpose articulated	Core themes align and encompass critical areas of the mission and the purpose articulated		
Objectives of Core Themes	Few or no objectives associated with core themes	Some core themes have objectives while other are lacking in development	Most core themes have developed objectives	All core themes have developed objectives		
Core Theme Indicators are meaningful for the evaluation of Core Theme objectives	Meaningfulness of the indicators to core themes objectives is not apparent	Indicators are meaningful for some of their respective core theme objectives but not all	Most indicators are meaningful to their respective core theme objectives	All indicators are meaningful to their respective core theme objectives		
Core Theme Indicators are assessable for the evaluation of Core Theme objectives	Most indicators are not assessable for the evaluation of core theme objectives	Some indicators are assessable and may be used for evaluation of core themes objectives	Most indicators are assessable and may be used for evaluation of core themes objective	All of the indicators are assessable and may be used for evaluation of core themes objectives		
Core Theme Indicators are verifiable for the evaluation of Core Theme objectives	Institution has not considered the accuracy of indicators	Institution has considered the accuracy of some indicators but not longitudinally	Institution has considered the accuracy of most indicators and proven accuracy over a few years	Institution has considered the accuracy of all indicators and proven accuracy longitudinally		

Standard Two Resources and Capacity Checklist

Required Item	Citation	Yes	No
Institutional governance policies & procedures	2.A.1		
System governance policies/procedures (if applicable)	2.A.2		
Multiple board governing policies/procedures (if applicable)	2.A.4		
By-laws of the governing board	2.A.5		
Board's calendar for reviewing institutional and board policies/procedures	2.A.6		
By-laws of the governing board related to selection and evaluation of a chief executive officer and the delegation of authority to the CEO	2.A.7		
Board evaluation tool and review calendar	2.A.8		
Leadership organizational chart	2.A.9		
Curriculum vitae of President/CEO	2.A.10		
Curriculum vitae of senior administrators	2.A.11		
Policies/procedures related to teaching, scholarship, service, and artistic creation	2.A.12		
Policies/procedures related to the use of library and information resources	2.A.13		
Transfer of credit policies/procedures	2.A.14		
Student rights and responsibilities policies/procedures which include academic honesty, appeals, grievances, and accommodations for persons with disabilities	2.A.15		
Admission and placement policies/procedures. Policies/procedures related to continuation and termination from educational programs including appeal process and readmission policies/procedures	2.A.16		
Policies/procedures that define relationship of institution with co-curricular activities including student publications and media	2.A.17		
Human resource policies/procedures	2.A.18		
Policies/procedures for apprising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination	2.A.19		
Policies/procedures ensuring security and confidentiality of human resource records	2.A.20		
Policies/procedures/ for reviewing publications that assures integrity	2.A.21		
Policies/procedures for reviewing internal and external complaints and grievances	2.A.22		

Standard Two Resources and Capacity Checklist (cont'd)

Policies/procedures prohibiting conflict of interests among employees and board members, ensures educational autonomy, and provides notice if the institution requires constituents to conform to a specific code of conduct	2.A.23		
Policies/procedures clarifying ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property	2.A.24		
Policies/procedures related to contractual agreements with external entities	2.A.26		
Academic freedom policies/procedures	2.A.27 & 2.A.28		
Policies/procedures prohibiting plagiarism by faculty and staff	2.A.29		
Policies/procedures that articulate the oversight and management of financial resources including planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds	2.A.30		
Personnel hiring policy/procedures	2.B.1		
Administrator/staff evaluation policies/procedures	2.B.2		
Employee professional development policies/procedures	2.B.3		
Academic organizational chart	2.B.4		
Faculty workload policies/procedures	2.B.5 & 2.B.6		
Learning outcomes for all courses, programs, and degrees	2.C.1 & 2.C.2		
Policies/procedures that define the awarding of credit and degrees	2.C.3		
Admission and graduation requirements for degree programs	2.C.4		
Policies/procedures explaining the faculty role in revising curriculum, selecting faculty, and assessing achievement of student learning outcomes	2.C.5		
Policies/procedures that explains faculty/library partnership for assuring library and information resources are integrated into the learning process	2.C.6		
Policies/procedures for approval of experiential learning	2.C.7		
Transfer of credit acceptance policies/procedures	2.C.8		
Description of general education program	2.C.9		
Assessable learning outcomes for all general education components of baccalaureate and transfer degree programs	2.C.10		
Assessable learning outcomes for related instruction	2.C.11		
Assessable learning outcomes for graduate programs	2.C.12		

Standard Two Resources and Capacity Checklist (cont'd)

Graduate admission, retention, and transfer of credit policies/procedures	2.C.13		
Internships, field experiences, clinical practices, and experiential learning policies/ procedures	2.C.14		
List of graduate programs that prepare students for research, professional practice, scholarship or artistic creation	2.C.15		
List of credit and non-credit continuing education programs	2.C.16		
Policies/procedures for assuring academic quality for all continuing education programs	2.C.17		
Policies/procedures for awarding CEUs	2.C.18		
Policies/procedures for keeping records of continuing education programs	2.C.19		
Description of process for determining appropriate programs and services to support student learning needs	2.D.1		
Policies/procedures that explain provisions for ensuring the safety and security of students including the reporting of crime statistics	2.D.2		
Policies/procedures for recruiting, admitting and advising students	2.D.3		
Teach-out plan(s) or agreement(s)	2.D.4		
Catalog which provides information regarding mission and core themes, course requirements, names and titles of administrators and faculty, code of conduct, costs, refund policies, financial aid, academic calendar	2.D.5		
Publication that describes program requirements, licensure, and other unique requirements	2.D.6		
Policies/procedures regarding secure retention of student records, i.e., back-up, confidentiality, release	2.D.7		
Published financial aid policies/procedures	2.D.8		
Policies/procedures for student loan repayment and procedure for monitoring loan default	2.D.9		
Description of advising program and advising publications	2.D.10		
Policies/procedures regarding co-curricular activities	2.D.11		
Policies/procedures regarding auxiliary services	2.D.12		
Policies/procedures governing intercollegiate athletics	2.D.13		
Policies/procedures for assuring identity verification for students enrolling in distance education courses	2.D.14		
Procedures for assessing adequacy of library collections	2.E.1		
Library planning committee and procedures for planning	2.E.2		
Library instruction plan	2.E.3		
Policies/procedures for library self-evaluation	2.E.4		

Standard Two Resources and Capacity Checklist (cont'd)

Policies/procedures for financial planning and budget development	2.F.1		
Policies/procedures for resource planning	2.F.2		
Policies/procedures for financial planning committee	2.F.3		
Description of internal financial controls	2.F.4		
Long-range capital plan to include capital budget policies/procedures	2.F.5		
General operations/auxiliary operations budget policies/procedures	2.F.6		
Latest external financial audit including management letter	2.F.7		
Operating agreements between institution and fundraising organizations	2.F.8		
Procedures for assessing adequacy of physical facilities	2.G.1		
Policies/procedures for the use, storage, and disposal of hazardous waste	2.G.2		
Physical and technological master plan	2.G.3		
Equipment replacement policies/procedures	2.G.4		
Instructional technology training and use policies/procedures	2.G.6		
Technology planning processes	2.G.7		
Technology update and replacement plan	2.G.8		

Note: no minimum required documentation listed for 2.A.3 or 2.G.5.

Standard Three Planning and Implementation Rubric

Criterion	Initial (1)	Emerging (2)	Developed (3)	Highly Developed (4)	Score	Comments, Concerns, Questions
Ongoing planning	Minimal evidence of planning process	Short-term planning process recently implemented	Multi-year planning process with some assessment data	Multi-year planning process with evidence of use of assessment data in planning		
Comprehensive planning	Minimal evidence of comprehensive institution planning	Some evidence of some comprehensive planning	Evidence of all- institutional planning process	Multi-year comprehensive planning		
Plans Implemented	Minimal evidence of plans being implemented	Evidence of some aspects of planning being implemented	Evidence of implementation of planning	Multi-year evidence of implementation of planning		
Broad-based participation	Minimal evidence of constituency involvement	Evidence that some constituency groups provided input	Evidence that majority of constituencies provided input to planning	Multi-year evidence that majority of constituency groups provided evidence and that the evidence was utilized in planning and improvements		
Informed by assessment data	Minimal evidence that assessment data utilized in planning	Some evidence that assessment data were utilized in planning	Evidence that assessment data are collected and analyzed	Evidence that assessment data are collected, analyzed and used for improvements		
Planning guides resource allocation	Minimal evidence that resource allocation is guided by formal planning	Some evidence that formal planning guides resource allocation	Evidence that formal planning regularly guides resource allocation	Evidence that formal planning assessment data regularly guides resource allocation		
Emergency preparedness	Minimal evidence of a plan	Plan development underway	Plan developed	Plan developed and evidence that plans are communicated and practiced		
Core Theme planning guides selection of programs and services	Minimal evidence that plans inform selection	Evidence that planning intermittently informs some selection	Evidence that planning guides program and service selection	Evidence of ongoing systematic use of planning in selection of programs and services		
Core Theme planning is informed by data collection and analysis	Minimal evidence that Core Theme planning is informed by data collection and analysis	Evidence that planning is intermittently informed by data	Evidence that planning is informed by data	Evidence of ongoing and systematic use of data in planning		

Standard Four Effectiveness and Improvement Rubric

Criterion	Initial (1)	Emerging (2)	Developed (3)	Highly Developed (4)	Score	Comments, Concerns, Questions
Institution engages in ongoing collection and analysis of assessment data	Minimal evidence of assessment data collection and analysis	Intermittent collection of evidence and some analysis	Regular collection of assessment data and regular analysis	Regular collection and analysis of assessment data and evidence of data- informed improvement		
Institution engages in evaluation of programs and services	Minimal evidence	Evidence of intermittent evaluation of programs and services	Evidence that programs are periodically evaluated	Evidence of ongoing and systematic program evaluation		
Institution documents student learning in courses, programs and degrees	Minimal evidence	Evidence of intermittent documentation of student learning in courses, programs and degrees	Evidence that student learning in courses, programs and degrees is documented periodically	Evidence of ongoing and systematic documentation of student learning in courses, programs and degrees		
Faculty are responsible for evaluating Student Learning Outcomes	Minimal evidence	Some evidence that some programs rely on faculty	Evidence that faculty are responsible in most programs	Evidence that faculty are responsible in all programs		
Institution regularly reviews assessment plan and process	Minimal evidence	Some evidence of intermittent review	Evidence of regular review	Evidence of ongoing and systematic review		
Results of Core Theme assessments are used for improvement	Minimal evidence	Evidence of intermittent use	Evidence of regular use	Evidence of ongoing and systematic use		
Results of Core Theme assessments are made available to constituencies	Minimal evidence	Evidence of intermittent availability	Evidence of regular availability	Evidence of ongoing and systematic availability		
Results of student learning outcomes are used to inform academic planning	Minimal evidence	Evidence of intermittent use of student learning outcomes assessment for academic planning	Evidence that the majority of programs use student learning outcomes assessment for academic planning	Evidence that the majority of programs engage in ongoing and systematic use of student learning outcomes assessment for planning		
Results of student learning outcomes are made available to constituencies	Minimal evidence	Evidence of intermittent availability	Evidence of regular availability	Evidence of ongoing and systematic availability		

Outcomes Assessment Plan and Progress Rubric

Criterion	Initial (1)	Emerging (2)	Developed (3)	Highly Developed (4)	Score	Comments, Concerns, Questions
Assessment Planning	No formal assessment plan	Relies on intermittent planning	Clear regular plan	Clear multi-year plan with several years of implementation		
Assessable Outcomes	Non-specific outcomes. Do not state student learning outcomes	Most outcomes indicate how students demonstrate learning	Each outcome describes student demonstration of learning	Outcomes describe demonstration of student learning. Outcomes used for improvement.		
Assessment Implementation	Not clear that assessment data are collected	Evidence collected Faculty have discussed relevant criteria for reviewing	Evidence is collected and faculty use relevant criteria	Evidence collected, criteria determined, and faculty discuss multiple sets of data. Data are used.		
Alignment	No clear relationship between outcomes and curriculum	Some alignment between curriculum and outcomes	Clear alignment between curriculum and outcomes	Curriculum, grading and support services are aligned with outcomes		
Valid Results	Little to no evidence that measures are valid	Majority of measures are valid	Valid measures in regular use	Multi-year use of valid measures		
Reliable Results	No process to check for inter-rater reliability	Faculty preparing inter-rater reliability	Faculty check for inter-rater reliability	Multi-year use of process and evidence of good inter-rater reliability		
Annual Feedback on Assessment Efforts	No person or committee provides feedback to departments on quality of their assessment plan	Occasional feedback by person or committee	Annual feedback by person or committee. Departments use feedback.	Annual feedback, departmental use and institutional support		
Results are used	Results for outcomes are collected but not discussed	Results collected, discussed but not used	Results collected, discussed and used.	Results collected, discussed, used and evidence to confirm that changes lead to improved learning		
Planning and Budgeting	Outcomes not integrated into planning and budget	Attempts at aligning outcomes and planning and budget	Alignment of outcomes and planning and budget occurs informally	Alignment of outcomes and planning is systematic and intentional		

Mission Fulfillment, Adaptation, and Sustainability Rubric

Criterion	Initial (1)	Emerging (2)	Developed (3)	Highly Developed (4)	Score	Comments, Concerns, Questions
Definition of mission fulfillment	No formal definition of mission fulfillment	Definition of mission fulfillment with meaningful, verifiable, measurable outcomes	Clear definition of mission fulfillment with meaningful, verifiable, measurable outcomes and clear thresholds defining extent of mission fulfillment	Clear definition of mission fulfillment with meaningful, verifiable, measurable outcomes with clear thresholds defining extent of mission fulfillment. Three years' assessment activities using direct and indirect measures.		
Extent to which mission fulfillment is informed by analysis of accomplishment of its core theme objectives	No measure of accomplishment of core theme objectives related to mission fulfillment	Threshold of acceptable accomplishment of core theme objectives related to mission fulfillment	Assess accomplishment of core theme objectives related to mission fulfillment and analyze accomplishment of its core theme objectives	Core theme accomplishments are assessed and analyzed to inform extent of mission fulfillment		
Published evidence-based evaluations of quality assessing the extent to which institution is fulfilling its mission	No formal definition of quality or thresholds related to mission fulfillment	Quality is defined in relation to mission fulfillment	Quality is defined in relation to mission fulfillment and thresholds for acceptable levels of quality are established	Quality is defined in relation to mission fulfillment and thresholds for acceptable levels of quality are established and assessed		
Evaluation of the adequacy of resources, capacity, and effectiveness of operations	No formal evaluation of adequacy of resources, capacity, and effectiveness of operations	In relation to mission fulfillment, a process for formal evaluation of adequacy of resources, capacity, and effectiveness of operations is established	In relation to mission fulfillment, a process for formal evaluation of adequacy of resources, capacity, and effectiveness of operations (with thresholds) is established	In relation to mission fulfillment, thresholds for acceptable levels of adequacy of resources, capacity, and effectiveness of operations are established and assessed		
Full documentation of evaluation of cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure effectiveness	No formal evaluation of cycle of planning, practices, resource allocation, or application of capacity and assessment of results to ensure effectiveness	Developed a process for formal evaluation of cycle of planning, practices, resource allocation, or application of capacity and assessment of results to ensure effectiveness	Process for formal evaluation of cycle of planning, practices, resource allocation, or application of capacity and assessment of results is in place with thresholds of effectiveness established	In relation to mission fulfillment, thresholds are established for the effectiveness of planning, practices, resource allocation, and application of institutional capacity. Annually, results of assessment are documented and used to make changes and for improvement		
Monitoring internal and external environments and uses findings to assess strategic position and future direction	No formal monitoring of internal and external environments to assess strategic position and future direction to mission	Informal monitoring of internal and external environments to assess strategic position and future direction to mission	Identified methods to formally monitor internal and external environments to assess strategic position and future direction to mission	Through the governance system, the institution uses findings to define the future position, review and revise its mission, core themes, core theme objectives, goals, or intended outcomes of its programs and services and indicators of achievement.		