

## RUBRIC FOR INSTITUTIONAL EFFECTIVENESS - STANDARDS 1.B.1 – 1.B.4

**Purpose:**

The purpose of this rubric is to support institutions and peer review teams determine institutional effectiveness as detailed in Standards 1.B.1 – 1.B.4 in NWCCU’s 2020 Standards for Accreditation.

CRITERION	Initial	Emerging	Developed	Highly Developed
<p><b>1.B.1</b></p> <p>Process for assessing institutional effectiveness</p>	<p>Preliminary on-campus dialogue and exploration of institutional effectiveness assessment structures and practices</p>	<p>Established structures and practices for assessing institutional effectiveness; assessment occurring in some areas</p>	<p>Systematic and regular process of assessing institutional effectiveness including student learning, achievement, and support services.</p>	<p>Assessment of institutional effectiveness is systematic and leads to continuous quality improvement of all institutional systems, structures, practices, and student learning and achievement outcomes.</p>
<p><b>1.B.1</b></p> <p>Evaluation and planning process inform institutional effectiveness, assign resources, and improve student learning and achievement.</p>	<p>Planning and evaluation are evident in some areas of institution’s programs and services. Some data and evidence are provided to support program and institution-wide planning efforts.</p>	<p>The institution 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 level, cross-functional, and institutional plans.</p>	<p>Integrated planning processes are clearly defined, understood, and systematic.</p> <p>The institution assesses progress toward achieving mission fulfillment indicators over time.</p>	<p>Ongoing, systematic, evidence-informed evaluation and planning are used to inform and refine systems, practices, strategies, and assign resources.</p> <p>There is consistent and continuous commitment to improving student learning and achievement; educational effectiveness is a demonstrable priority in all planning structures and processes.</p> <p>There is sufficient evidence that the institution has improved student learning and achievement as a result of ongoing and systematic planning and evaluation processes.</p>

<p><b>1.B.2.</b></p> <p>The institution sets meaningful goals, objectives, and indicators to define mission fulfillment and improve effectiveness</p>	<p>There is recognition of case need for quantitative and qualitative data, indicators, and analysis in planning and institutional effectiveness structures.</p>	<p>The institution has established core theme or mission fulfillment objectives, indicators, and goals. Standardized data are accessible at both unit and institutional levels. The institution uses applicable quantitative and qualitative data to improve effectiveness in some areas.</p>	<p>The institution assesses progress toward achieving its mission fulfillment objectives 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.</p>	<p>Mission fulfillment objectives, indicators, goals, and outcomes are widely distributed, discussed, analyzed, and used to determine strategic priorities.</p>
<p><b>1.B.2</b></p> <p>The goals, objectives, and indicators of mission fulfillment or institutional effectiveness are in the context of and in comparison with regional and national peers</p>	<p>There is no evidence that mission fulfillment data has improved effectiveness in comparison with regional and national peers.</p>	<p>Regional and national peers have been identified; minimal evidence that mission fulfillment data has improved effectiveness in comparison with regional and national peers.</p>	<p>Regional and national peers have been identified based on clear criteria; evidence that mission fulfillment data has improved effectiveness in comparison with regional and national peers.</p>	<p>Regional and national peers have been identified with clear criteria.</p> <p>Data are analyzed and there is extensive evidence that the institution has improved institutional effectiveness in the context of regional and national peer institutions.</p> <p>Regional and national peer institutions are regularly reviewed to ensure appropriate and meaningful comparison.</p>

<p><b>1.B.3</b></p> <p>The planning process is inclusive, allocates resources, and leads to improvement of institutional effectiveness.</p>	<p>There is minimal evidence of the involvement of the various constituents.</p> <p>There is minimal linkage between planning efforts, resource allocation, and outcomes.</p>	<p>Planning processes reflect the participation of an expanding constituent base.</p> <p>There is some evidence that formal planning processes are aligned with mission fulfillment and strategic priorities.</p> <p>Planning guides resource prioritization and allocation.</p>	<p>Processes reflect the participation and meaningful contribution of a broad constituent base.</p> <p>Formal planning is clearly aligned to institutional objectives, indicators, and outcomes. Planning regularly guides resource allocation.</p>	<p>The institution provides evidence that its planning processes are broad-based, offer opportunities for input by appropriate constituencies, allocate necessary resources, and lead to improvement of institutional outcomes.</p>
<p><b>1.B.4</b></p> <p>Internal and external environmental monitoring.</p>	<p>There is minimal evidence of monitoring internal and external environments.</p> <p>Current and emerging evidence of patterns and trends are not developed.</p>	<p>The institution has initiated monitoring of internal and external environments; data and evidence are used in some areas to inform planning and resource allocation.</p>	<p>The institution has developed structures for monitoring internal and external environments. Data and evidence from internal and environmental monitoring are used regularly in planning and resource allocation.</p>	<p>The institution monitors its internal and external environments 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.</p>
<p><b>1.B.4.</b></p> <p>Governance system engagement in institutional effectiveness</p>	<p>Planning and institutional effectiveness efforts are discussed in some areas of institutional governance</p>	<p>Governance, policy, and decision-making processes are informed by a review of institutional effectiveness.</p>	<p>Institutional effectiveness reports, findings, and recommendations are regularly discussed and addressed through the institution's governance system</p>	<p>Through its governance system, the institution uses findings and recommendations to assess its 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.</p>