

## RUBRIC FOR STUDENT ACHIEVEMENT - STANDARDS 1.D.1 – 1.D.4

Created by NWCCU Mission Fulfillment Fellows, June 2019

**Purpose:**

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

CRITERION	Initial	Emerging	Developed	Highly Developed
<p><b>1.D.1</b></p> <p>The institution recruits and admits students with the potential to benefit from its educational offerings.</p>	<p>Plan for recruitment is not evident; not implemented; or has not been created.</p>	<p>Recruitment efforts are unfocused or implemented by one unit with little to no coordination with other institutional units.</p>	<p>Recruitment efforts target multiple tiers of students and may be coordinated with at least one other student service unit.</p>	<p>Intentional and focused recruitment plan; evidence of integration with other institutional units.</p>
<p><b>1.D.1</b></p> <p>The institution orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information.</p>	<p>Orientation is in the planning process or offered only by individual programs or units.</p>	<p>Orientation opportunities offered, likely to a narrow group; student feedback might be collected; opportunity for contact with academic advisor might occur.</p>	<p>Orientation with clearly presented information attended by most students; multiple campus groups present information; feedback collected from students on what they learned; opportunity for contact with academic advisor offered and encouraged.</p>	<p>Orientation required for all students; event planning cuts across multiple campus groups/siloes; feedback from student participants incorporated into future orientations; contact with academic advisors occurs systematically; advising and mentoring continues throughout students’ program of study.</p>
<p><b>1.D.2</b></p> <p>The institution establishes and shares widely a set of indicators for student achievement (such as course completion, experiential learning, retention, program completion, degree completion, job placement).</p>	<p>Institution has made none or minimal efforts to establish or share indicators for student achievement.</p>	<p>Institution has discussed indicators for student achievement and is working towards a plan to establish and share them.</p>	<p>Institution has established indicators for student achievement; a plan to share the indicators widely is in the process of being implemented.</p>	<p>Institution has established indicators that are integrated into institutional processes; institution demonstrates broad engagement with student achievement stakeholders.</p>

<p><b>1.D.2</b></p> <p>Indicators are established in comparison with regional and national peer institutions.</p>	<p>Regional and/or national peers are not identified.</p>	<p>An initial set of regional and/or national peers are identified.</p>	<p>Regional and national peers are identified, and some indicators are compared.</p>	<p>Regional and national peers are identified, and several relevant indicators are compared.</p> <p>Regional and national peers are regularly reviewed to ensure appropriate and meaningful comparison.</p>
<p><b>1.D.2</b></p> <p>Student achievement indicators are disaggregated to promote equitable outcomes.</p>	<p>Student achievement data are not disaggregated.</p>	<p>Student achievement data are sometimes disaggregated but there is little evidence that disaggregated data are analyzed and used to promote equitable student achievement.</p>	<p>Student achievement data are disaggregated; some evidence that disaggregated data are analyzed and used to promote equitable student achievement.</p>	<p>Student achievement data are regularly disaggregated by gender, ethnicity, race, first generation, Pell eligibility, and by other meaningful sectors; data are systematically and regularly analyzed to inform and promote equitable student achievement.</p>
<p><b>1.D.3</b></p> <p>Results for student achievement are widely published.</p>	<p>Student achievement results are not shared.</p>	<p>Student achievement results are minimally shared to certain constituents.</p>	<p>Student achievement results are shared internally and externally; information may not be easily accessible.</p>	<p>Student achievement results are broadly shared and readily displayed internally and externally and are easy to access and understand.</p>
<p><b>1.D.3</b></p> <p>Disaggregated indicators are aligned and benchmarked against regional and national peers.</p>	<p>Minimal evidence that disaggregated student achievement data are benchmarked against regional and national peers.</p>	<p>Disaggregated student achievement data are minimally benchmarked against some regional and national peers.</p>	<p>Disaggregated student achievement data are benchmarked against some regional and national peers.</p>	<p>Disaggregated student achievement data are benchmarked against intentionally selected regional and national peers; peers' data are regularly reviewed to ensure appropriate and meaningful benchmarking practices.</p>

<p><b>1.D.4</b></p> <p>Disaggregated indicators are used for continuous improvement by informing planning, decision making, and allocation of resources.</p>	<p>Minimal or no evidence that disaggregated student achievement data are used for planning, decisions, or resource allocation.</p>	<p>Some disaggregated data of student achievement are used for decisions or resource allocation.</p>	<p>Evidence of disaggregated data of student achievement are used for decision making and allocation of resources.</p>	<p>Extensive use of disaggregated student achievement data for ongoing planning, decision making, and resource allocation.</p>
<p><b>1.D.4</b></p> <p>The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent; used to inform strategies and allocate resources to mitigate gaps in achievement and equity.</p>	<p>Minimal evidence that disaggregated student achievement data are used in mitigating achievement gaps and promoting equity.</p>	<p>Some evidence that disaggregated student achievement data are used in mitigating achievement gaps and promoting equity.</p>	<p>Evidence that disaggregated student achievement data are collected and analyzed and used to mitigate achievement gaps and promote equity.</p>	<p>Evidence that disaggregated student achievement data are collected, analyzed, and used for improvements, and evidence that achievement gaps have improved significantly as a result.</p>