



Sample Evidence for Criteria

The sample evidence below reflects the work of Pathway Pioneer institutions and peer reviewers. In 2012-13, pioneer institutions and peer reviewers were asked to identify the evidence they included when demonstrating fulfillment of the Criteria. In addition, a graduate intern did a case analysis of assurance arguments and team reports from Pathway Pioneer Cohort 1 institutions and added to this list.

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Potential Sources

- Mission Statement
- Information about where it is located and accessibility

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Potential Sources

- History of mission statement development and adoption
- Evidence of Academic Programs
- Student support services
- Enrollment profiles
- Planning and budget priorities
- Relevant examples of the mission statement in action

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Potential Sources

- Links to public disclosure of mission statement, purpose, vision, values, and goals
- Strategic Plan and process for usage and review
- Institutional priorities
- Explanation of how specifics within the mission are played out

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Potential Sources

- Strategic plan
- General curriculum
- Undergraduate educational goals
- Student learning outcomes
- On campus centers, offices, and committees
- Student organizations
- Activities that emphasize diversity
- Veteran, adult, and commuter student populations
- Institutional core values
- Key unit processes

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Potential Sources

- Vision statement
- Institutional all staff and faculty retreat report
- Planning and resource allocation processes
- List of Institution to community connections
- Fact Book
- Institutional programs that pair bachelor degrees with teaching certificates
- Specific programs, certificates and efforts that meet local needs
- Reference to public events and series
- Events, programs, and information for visitors to campus and non-degree offerings
- List and description of how prospective students are recruited
- Processes for how current students are advised
- Retention efforts
- List(s) of stakeholders and how the campus interacts with them
- Community service initiatives
- Sustainability program
- List of partnerships and consulting arrangements with businesses
- Alumni resources to stay connected

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

Potential Sources

- Process for hiring faculty and staff
- Strategic Plan

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

Potential Sources

- Faculty handbook, employee handbook, student handbook
- Institutional syllabi template
- Academic Catalog
- Standards document used for assessing tenure-track faculty performance
- Handbook for tenure and promotion
- Faculty workshops
- Faculty welcome week
- State employee handbook and policies for employment
- Search committee handbook
- Standards for best ethical practice
- Comprehensive annual evaluation
- Strategic plan
- Institutional ethics review board
- Audit Committee
- Code of Ethics (institution designed)
- Public access to student tuition costs and student financial services
- List of auxiliary functions and links to information about each (i.e., dining services and student health services)
- Trustee policy
- Advocacy and representation for faculty and staff
- Student Athlete handbook

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Potential Sources

- Undergraduate course catalogue
- Graduate student bulletin
- Comprehensive committee list
- Faculty and staff directories
- Web advisor
- List of all current institutional accreditations
- Institutional Research webpage
- Course schedule
- Public access to academic program requirements
- Tuition and fee listing

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Potential Sources

- Board policy and manual
- Board members listing
- Institutional learning principles
- Board philosophy of compensation
- Board town hall meetings listing and agendas
- Board minutes

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Potential Sources

- Institutional learning principles
- Institutional code of ethics
- Faculty Senate constitution
- Reference to the Sponsored Program office
- On campus research symposium
- Listing of University sponsored and supported activities
- Policy on academic integrity
- List of committees
- General education courses
- Senate statement on censorship

2.E - Core Component 2.E

The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Potential Sources

- Annual review of faculty
- Tenure handbook
- Honors projects
- Institutional Review Board
- Institutional animal care and research policy
- Student handbook
- Faculty handbook
- Turnitin.com
- Student honors code
- FERPA
- Institutional use of research
- Evidence for information technology

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

Potential Sources

- Mission statement
- Support systems for teaching and learning (i.e., technology infrastructure, laboratories, libraries, etc.)

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Potential Sources

- Certificate program list
- College catalog
- Advisory boards
- State policy for credit hour requirements
- List of masters programs
- Program review process
- Graduate council
- Program level learning goals
- Career pathways
- Articulation agreements with other institutions
- Institutional surveys to external constituents
- Syllabus template
- Institutional catalog
- Instructor's performance evaluation and policies on course evaluation
- Course pre-requisites
- Professional staff evaluation
- Analysis of staffing patterns
- Admissions requirements
- Student services, disabilities services, library services, writing assistance center
- Student handbook
- Resources for online students
- Learning goals for students
- Student orientation

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Potential Sources

- General education goals
- AAC&U essential learning outcomes
- State requirements for general education coursework
- NSSE/CCSSE data and reports
- General education program curriculum
- Collegiate Assessment of Academic Proficiency (CAAP)
- Multicultural Committee
- Strategic plan and benchmark report(s)
- Learning college principles
- Process for curriculum development and course outlines
- Graduate and undergraduate internships
- Cooperative education
- Committee listing
- Departmental improvement plans
- Student organizations
- Co-curricular activities
- Student publications (magazines, newspapers)
- Notable faculty and student achievements

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Potential Sources

- List of faculty members
- Analysis of faculty and staff hiring and comparisons with other institutions
- Guidelines for hiring instructors and hiring checklist
- Annual professional staff evaluation/appraisal process
- Faculty standards
- Council on Higher Education
- Welcome Week
- Statement on Faculty expectations
- Faculty handbook
- Common syllabus template
- Student Success System
- Student Life staff resumes
- Professional development and training opportunities for staff
- Sabbatical policy
- Faculty performance plan
- Dual credit guide

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Potential Sources

- Student handbook
- Student Success Center
- Student Support Services

- Disability Services office
- Mathematical assistance center
- Writing center
- Student Health Services
- Residence Life
- University Bookstore
- Student Financial Services
- Veterans Affairs office
- On campus childcare facilities
- Remedial/developmental course offerings
- Campus advising initiative
- Computer labs
- Institutional Review Board protocol
- On campus childcare facilities
- Computer labs
- Counseling center
- Undergraduate research
- Network and computer services libraries
- Admissions
- Placement testing center and policy

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Potential Sources

- Academic student organizations and clubs
- Support of diversity student organizations and clubs
- Student athlete advisory committee
- Fine arts offerings
- Listing of competitive athletic programs
- Athletic Academic Services
- Campus newspaper, magazine, radio station, cable tv show
- Service learning in classes
- Community service partners
- Volunteer award winners

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Potential Sources

- Program review and assessment processes
- College Catalog
- Institutional Research overview
- Office of Retention
- 4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Potential Sources

- Program review process and guidelines
- Assessment calendar and assessment process
- General education requirements
- Transfer credit policies and credit validation process
- Advanced Placement (AP) and College Level Examination Program (CLEP) policies and procedures
- Academic catalog
- Internal and external curricular review process
- Developmental and remedial course offerings
- Libraries and resources (i.e. interlibrary loan, reference services, As a Librarian)
- Writing Assistance Center
- Math Assistance Center
- Student Support Services
- Instructional design support for faculty

- Honors program
- Faculty interim terms and conditions of employment
- Review/summary of faculty profiles and *Curricula Vitae*
- Requirements for hiring faculty
- Dual credit programs and guidelines
- Other institutional accreditations
- Information on where graduates go
- Board meeting minutes
- Assessing institutional performance
- State degree compliance information
- Regents' policy manual
- Process for approving new programs
- College Catalog

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Potential Sources

- List of programs not subject to specialized accreditation
- Program learning goals
- Assessment process and annual report
- Learning outcomes
- University assessment committee
- Faculty Senate bylaws
- Institutional learning outcomes and rubrics
- Degree requirements
- Guidelines for course outlines
- Student learning assessment process
- Student demographic data
- CCSSSE/NSSE data
- Noel Levitz Student Satisfaction findings
- Departmental use of assessment data
- Institution's presentations about assessment use at conferences
- Quality Initiative Report

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Potential Sources

- Enrollment management plan
- Enrollment management campus team
- Funnel Report
- Consortium for student retention data exchange
- Student Success Center
- HERI and CIRP data
- Six year graduation rates
- Administrative team and strategic planning committee
- Suspension and probation trends
- Student Support Services
- NSSE/CCSSE
- Strategic Plan
- Retention rates
- Performance agreement
- On-campus resources for students (i.e., Writing center, tutoring)
- TRiO program
- National Community College Benchmarking Program
- Action Plans for departments
- Campus Resources handouts
- Student advising procedures and policies

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Potential Sources

- Reference to what system or approach is used to guide long term strategic planning
- Past AQIP application

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Potential Sources

- Fiscal resources
- Annual Financial report
- Current count and breakdown of non-teaching staff
- Professional development plan
- Return on taxpayer investment
- Facilities campus master plan
- Institutional technology website
- Budget requests and process
- Percentage breakdown of funding for recent years
- State general fund revenue
- Auxiliary revenues
- Composite financial index
- University managed resources
- Foundation's mission statement
- Overview of campus' facilities
- Strategic plan and strategic planning process
- Institution's mission, vision, and goals
- Job descriptions and educational qualifications for non-faculty exempt staff
- Training resources for new hires

- Monitoring functions for sponsored research
- Hiring process
- Sponsored research
- Master plan

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
2. The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Potential Sources

- Listing of campus committees and teams, including: Assessment Committee, University Curriculum Committee, General Education Committee, Distinguished Faculty Award Committee, Library Committee
- Faculty Senate bylaws and schedule
- Student Senate bylaws and schedule
- Library Task Force
- Governing board
- Institutional organizational structure
- Faculty handbook
- Institution's global interests
- Student Government Association
- Board agendas and policies
- Student handbook

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Potential Sources

- Strategic plan and developments leading to current version
- Mission Statement
- Budget requests and procedures
- Performance funding dollars
- 10 year budget
- Model/system used for long-range strategic planning
- Key Performance Indicators
- President's Advisory Board
- Institutional/programmatic advisory councils
- Committee list
- Enrollment management plan
- Facilities master plan
- Utilities plan
- 10 year technology plan
- Transfer-in students

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Potential Sources

- Advising survey
- Retention data, reports, metrics, comparison information
- Faculty workshop
- Student success research
- Assessment of student learning
- Strategic plan and annual update report
- Enrollment management plan
- Classroom utilization information
- Academic program reviews

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.