

Lead Your College or University to Higher Performance...

EXCELLENCE IN HIGHER EDUCATION WORKBOOK AND SCORING GUIDE

developed by Brent D. Ruben, Ph.D.

Self-assessment leads to stronger performance in our nation's colleges and universities. That's the premise of *Excellence in Higher Education*, a model self-assessment program that has earned accolades from the higher education community. More than 100 academic and administrative departments at California-Berkeley, Miami of Ohio, MIT, Penn State, Rutgers, Texas A&M, Toledo, and Wisconsin-Madison, and 35 other colleges and universities have implemented the *EHE* model to advance their institutions.

Based on the Malcolm Baldrige National Quality Award framework, the fourth edition of this bestseller is the definitive tool for college and university administrators in defining mission, assessing stakeholders, measuring outcomes, gauging performance against other institutions, and ensuring continuous improvement. The new *EHE* provides a framework that integrates the Baldrige criteria with the standards and language developed and used by accrediting associations.

The flexibility of the *EHE* model makes it appropriate for use with administrative or academic departments, with administrative or faculty councils or senates, and with programs, centers, or institutes. Moreover, the framework can be used by an entire college or university, or with a particular department, division, or campus.

The *EHE* program includes everything you need to conduct a self-assessment workshop. The book provides facilitators with a solid understanding of the *EHE* model, providing detailed guidance in each of seven areas:

- leadership
- strategic planning
- beneficiaries and constituencies
- programs and services
- faculty, staff, and workplace
- assessment and information use
- outcomes and achievements

The *Workbook and Scoring Guide* and *Facilitator's Guide* CD-ROM both include generously illustrated PowerPoint presentations for use in facilitating workshops. The scoring guidelines will help you interpret results and gauge your institution's performance.

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EXCELLENCE IN HIGHER EDUCATION

EXCELLENCE IN HIGHER EDUCATION

Workbook and Scoring Guide

BRENT D. RUBEN, PH.D.

**An Integrated Approach to Assessment, Planning,
and Improvement in Colleges and Universities**

WORKBOOK AND SCORING GUIDE

NACUBO



EXCELLENCE IN HIGHER EDUCATION

Workbook and Scoring Instructions

BRENT D. RUBEN, PH.D.

**An Integrated Approach to Assessment, Planning,
and Improvement in Colleges and Universities**

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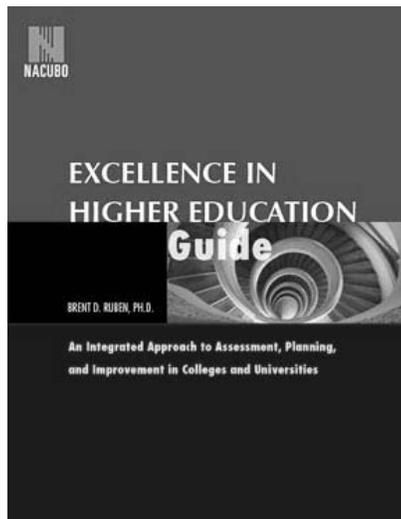
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Excellence in Higher Education

An Integrated Approach to Assessment, Planning, and Improvement in Colleges and Universities



Facilitator's Guide
Brent Ruben, Ph.D.
Rutgers University

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The Malcolm Baldrige Framework: A Systematic Method for Addressing Many of Higher Education's Challenges



- **Baldrige National Quality Program initiated in 1987 by the National Institute of Standards and Technology (PL 100-107)**
- **Named after Secretary of Commerce Malcolm Baldrige (served 1981 to 1987)**
- **Goals of the Baldrige National Quality Program:**
 - Identify criteria for organizational effectiveness
 - Recognize leading organizations
 - Promote the dissemination of effective practices
- **Parallel programs in 40 states**
- **Versions for health care and education**

For more information on the Baldrige National Quality Program, see www.quality.nist.gov/.

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Accreditation Processes and Standards

- “Accreditation is a process of external quality review used... to scrutinize colleges, universities and educational programs for quality assurance and quality improvement.”*
- Accrediting associations articulate standards of academic quality for colleges and universities as well as quality standards for the business, engineering, health care, education, and other specialized fields.
- Accreditation is conducted by associations recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.
- **Goals of accreditation:**
 - Ensure quality
 - Gain access to federal funds
 - Ease transfer
 - Engender employer confidence

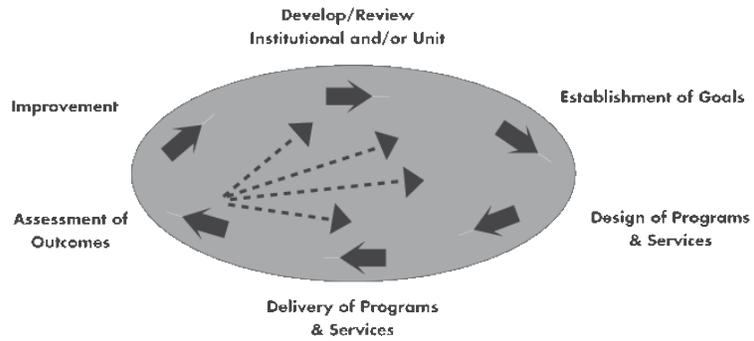
*For more information on (and links to) accrediting standards, see the following Council for Higher Education Accreditation Web sites:
www.chea.org/ and www.chea.org/pdf/fact_sheet_1_profile.pdf.

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Common Themes

FIGURE 1. CORE PRINCIPLES OF BALDRIGE-BASED AND ACCREDITATION FRAMEWORKS

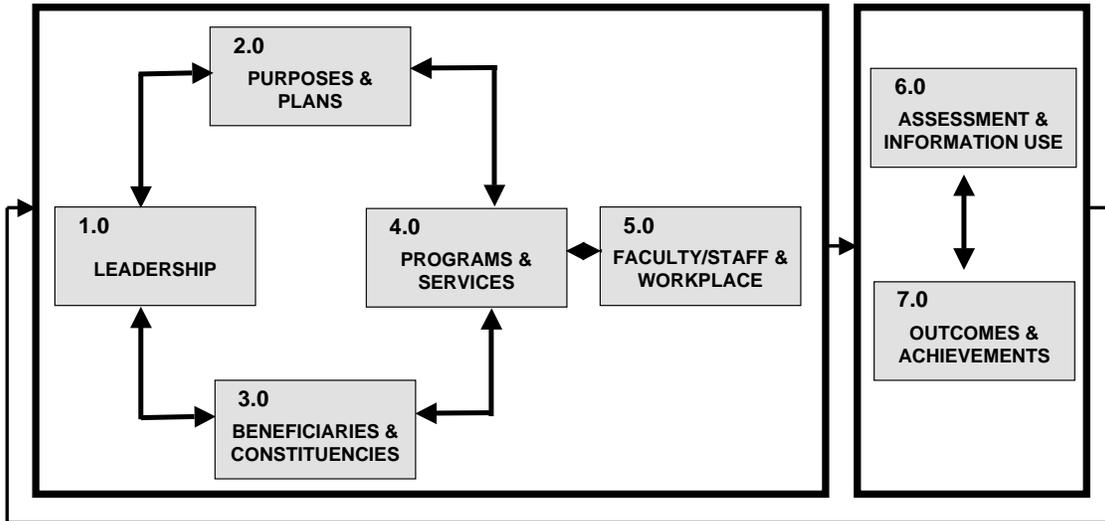


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Excellence in Higher Education: The Framework and Categories

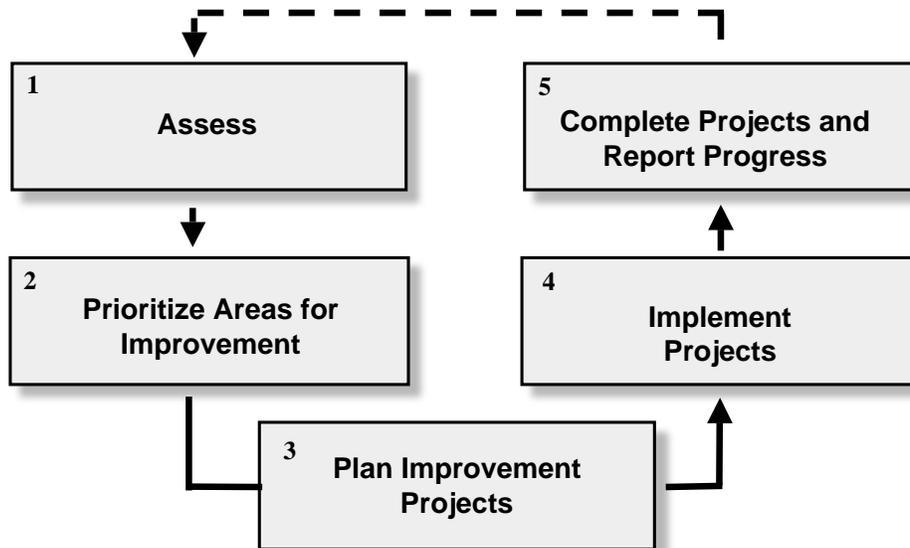
Dimensions of Institutional Effectiveness...



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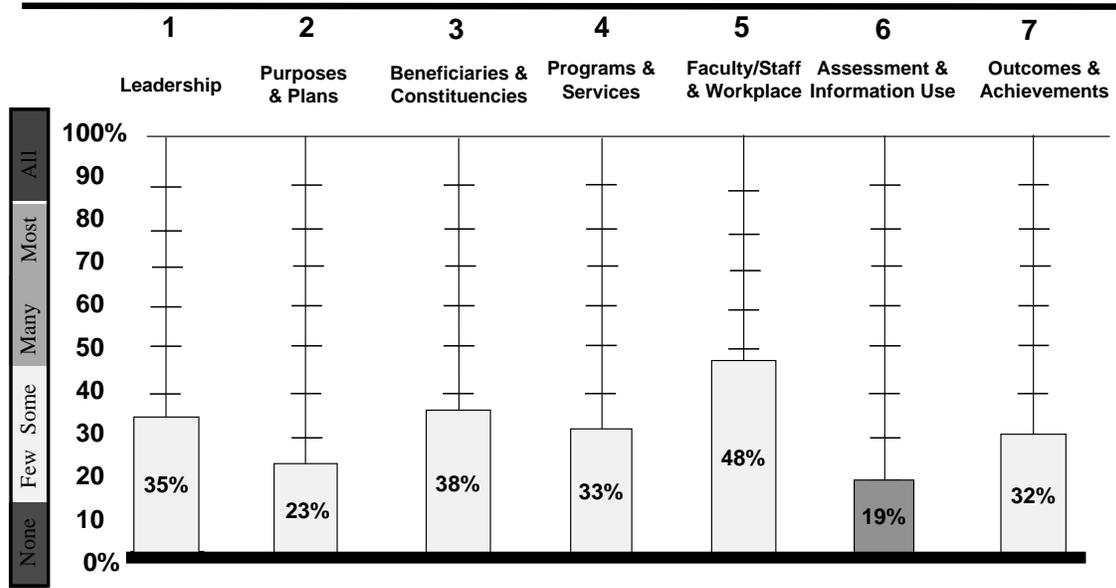
The EHE Process



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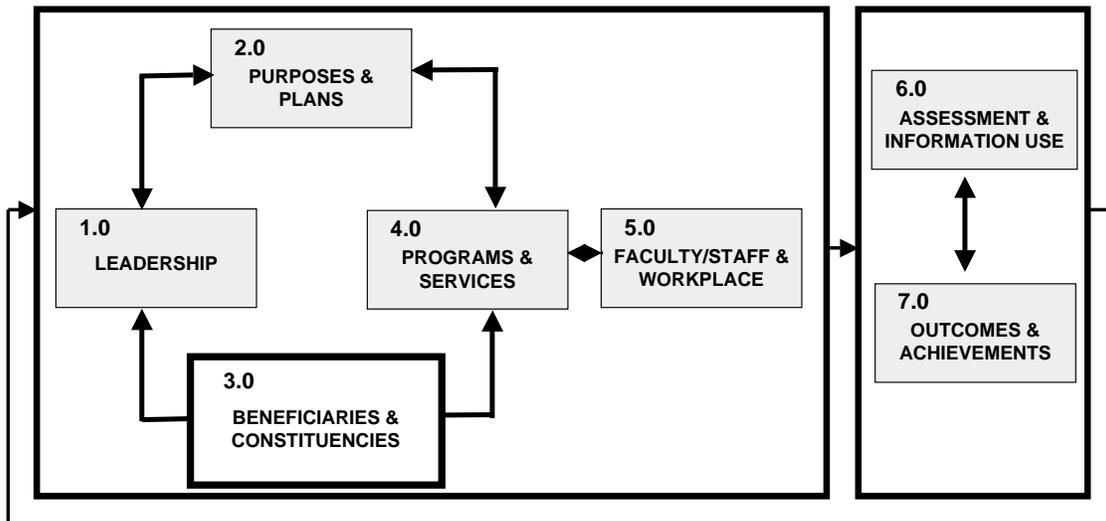


Sample Profile



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Beneficiaries and Constituencies— Focusing on the Groups That Are Important to Your Work



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Who Are Your Beneficiaries and Constituencies?

Any or all of the following:

- ◆ Those who benefit from your organization's programs or services
- ◆ Those who influence, or are influenced by, your organization or its programs or services
- ◆ Those who provide resources or expertise essential to your organization's work
- ◆ Those who can choose to use or not use your programs or services
- ◆ Those who pay for your programs or services
- ◆ Those upon whom your organization's existence depends
- ◆ Those whose assessment of your performance and/or programs or services translates into financial or moral support, or a lack thereof

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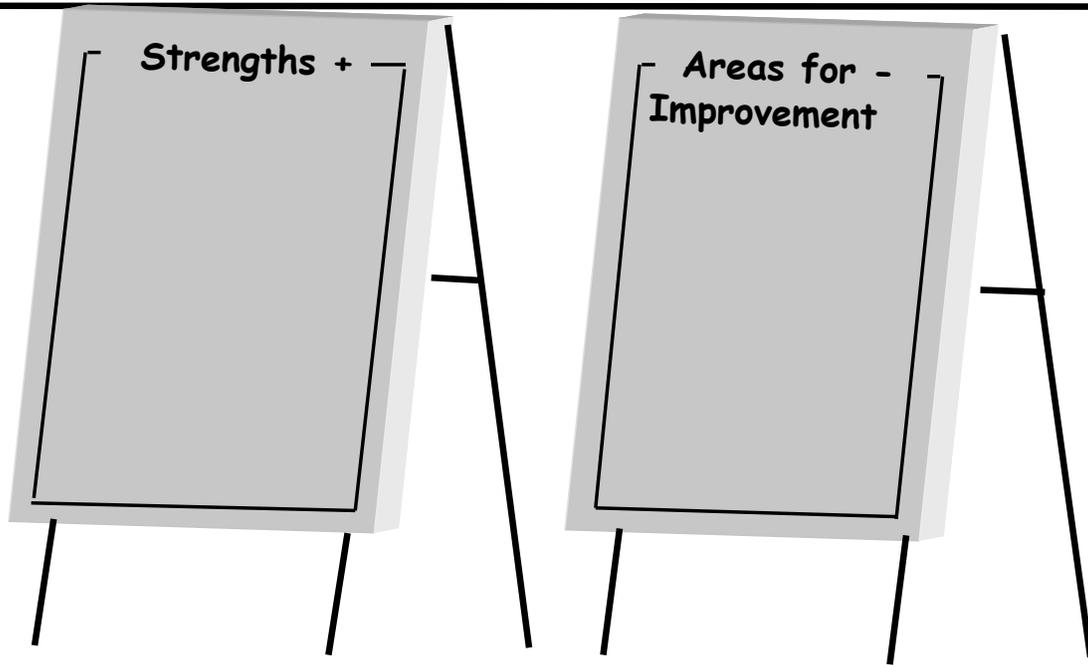
Your Most Important Beneficiaries and Constituencies, and How You Monitor the Quality and Effectiveness of Your Relationship with Them

Beneficiary and Constituency Group	Methods*
Example: Alumni	Five-Year Survey

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*** You will also use this information in Category 6**

Strengths and Areas for Improvement in the Beneficiaries and Constituencies Category



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Exemplary Practices . . .

Beneficiaries and Constituencies

- ◆ **Has a genuine commitment to improving the experiences of beneficiary and constituency groups**
- ◆ **Displays an organization-wide service ethic, with a commitment to professionalism, courtesy, and responsiveness visible throughout the organization**
- ◆ **Has systematic approaches in place to learn about the needs, expectations, perceptions, and satisfaction (and dissatisfaction) levels of all beneficiary and constituency groups**
- ◆ **Disseminates information about beneficiary and constituency needs, expectations, and perceptions throughout the organization, using it to guide planning, day-to-day decision making, and improvement**
- ◆ **Puts emphasis on “front-line,” people-to-people encounters, enhancing communication, and building the organization’s reputation with campus and external groups**
- ◆ **Routinely responds to questions and special requests**
- ◆ **Views suggestions and complaints as opportunities, not problems**
- ◆ **Is widely recognized as a standard setter in building and maintaining strong relationships with beneficiary and constituency groups**

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Percentage Rating Guide

Rating	Approach/Implementation	Outcomes and Achievements
<p style="text-align: center;">  100% to 90%  </p>	<ul style="list-style-type: none"> • A superior approach; systematically addressing all dimensions of the category/item. • Fully implemented without significant weakness or gaps in any area. • Widely recognized leader in the category/item. • Systematic approach and commitment to excellence and continuous improvement fully ingrained in the organization and its culture. 	<ul style="list-style-type: none"> • Exceptional, documented current and sustained outcomes and achievements related to leadership, purposes and plans, beneficiaries and constituencies, programs and services, faculty/staff and workplace, and measurement and information use. • Clear and documented evidence that the institution, department, or program is a leader both in higher education and in general.
<p style="text-align: center;">  80% to 70%  </p>	<ul style="list-style-type: none"> • A well-developed, systematic, tested, and refined approach in most areas, addressing most dimensions of the category. • A fact-based assessment and improvement process throughout most of the organization with few significant gaps. • Innovative; recognized as a leader in the category/item. • Clear evidence of excellence and continuous improvement throughout most of the organization and its culture. 	<ul style="list-style-type: none"> • Favorable, documented current and sustained outcomes and achievements in most areas related to leadership, purposes and plans, beneficiaries and constituencies, programs and services, faculty/staff and workplace, and measurement and information use. • Current outcomes and trends evaluated against—and comparing favorably with—peer, competitor, and leading organizations.

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Percentage Rating Guide

Rating	Approach/Implementation	Outcomes and Achievements
<p style="text-align: center;">↑ ! 20% to 10% ! ↓</p>	<ul style="list-style-type: none"> • The beginning of a systematic approach to a few dimensions of the category/item. • Category criteria addressed in a few programs, services, activities, and processes. • Major implementation gaps that inhibit progress in achieving the basic purpose of the category/item. • Clear evidence of excellence and continuous improvement in a few areas of the organization and its culture. 	<ul style="list-style-type: none"> • Outcomes and achievements documented in a few areas related to the various EHE categories. • Evidence of positive results and improvements in a few areas. • Minimal trend or comparative information.
<p style="text-align: center;">0%</p>	<ul style="list-style-type: none"> • No systematic approach to category/items; anecdotal information on approach and implementation; not part of the culture of the organization. 	<ul style="list-style-type: none"> • No documented results or poor results. • No documented comparisons.

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A Sample Rating Summary

3.0 Beneficiaries and Constituencies (85 pts.)

Rating

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
		III	IIII	IIII	I					
		60	150	160	50					

$$\begin{array}{ccccccc}
 \frac{420}{\text{Weighted Total}^*} & / & \frac{13}{\text{Number Voting}} & = & \frac{32.31=32\%}{\text{Average Rating (Average \%)}} & \times & \frac{85^\wedge}{\text{Points}} = \frac{27^\wedge}{\text{Score}}
 \end{array}$$

* The *weighted total* is the number of tallies in each column multiplied by the respective percentage score, and summed across the columns.

^ The 85 points represents the number of points possible for this category following the Baldrige framework (85/1,000). The score of 27 is derived by multiplying .32 (32%) by the possible 85 points for the category. For most self-assessment uses of EHE, emphasis is placed on the ratings rather than the scores.

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Scoring: 3.0 Beneficiaries and Constituencies (85 pts.)

Rating

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

$$\frac{\text{Weighted Total}^*}{\text{\# Voting}} = \frac{\text{Average \%}}{\text{}} \times 85 = \text{SCORE}$$

* The *weighted total* is the number of tallies in each column multiplied by the respective percentage score, and summed across the columns.

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2.0 Purposes and Plans (85 pts.) Topics to be Considered

2.1 Plan Development (40 pts.)

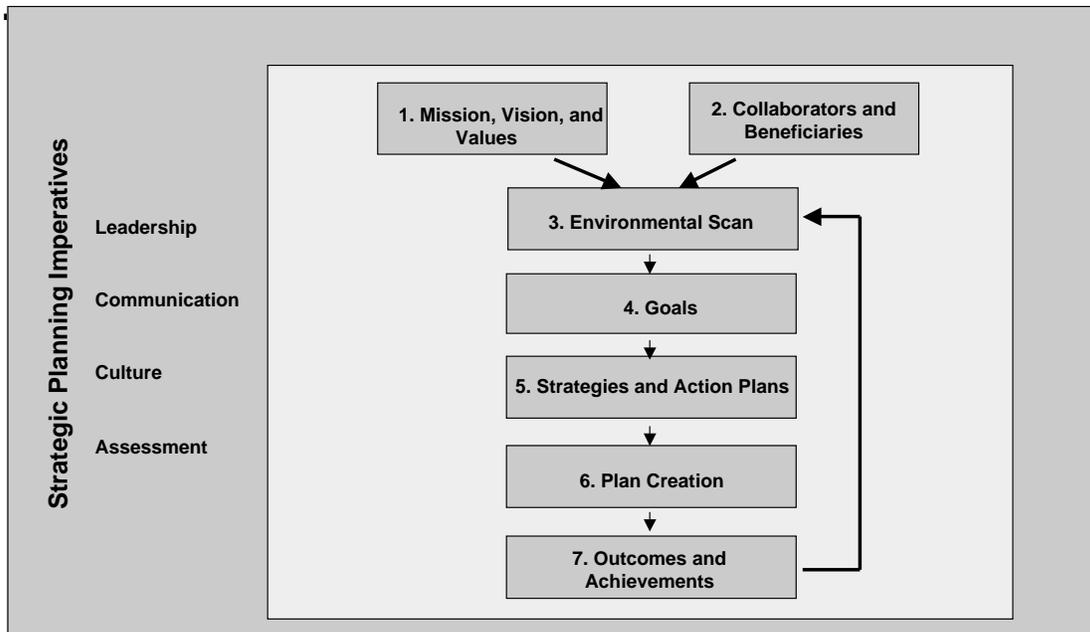


2.2 Plan Implementation (45 pts.)

- Are the mission, vision, values, and priorities clear and widely understood?
 - Is there a published plan that specifies broad organizational goals?
 - Is the plan appropriately disseminated?
 - Is there a formalized planning process with clearly defined steps?
 - Does the planning process consider:
 - Your mission, vision, and values, and those of the larger organization?
 - Needs of beneficiaries and constituencies?
 - Challenges and opportunities?
 - Resource availability?
 - Organizational capabilities, culture, climate?
 - Coordination and alignment of plans throughout the organization?
 - Is there a supporting communication plan?
 - Does the planning process ensure broad participation?
 - How is the process reviewed and improved?
- Are faculty and staff implementation roles and responsibilities clearly defined?
 - Is information about changes/progress broadly and effectively communicated?
 - Does follow-through ensure that:
 - Goals, strategies, action plans are clear
 - Short- and long-term goals have been defined
 - Beneficiaries and constituency groups are appropriately engaged
 - Goals align with institutional directions
 - Resources are available
 - Training needs are identified
 - Peers, competitors, and leaders are considered
 - Is implementation synchronized throughout the organization?
 - Is progress on plans, goals, and action steps monitored to ensure follow-through?

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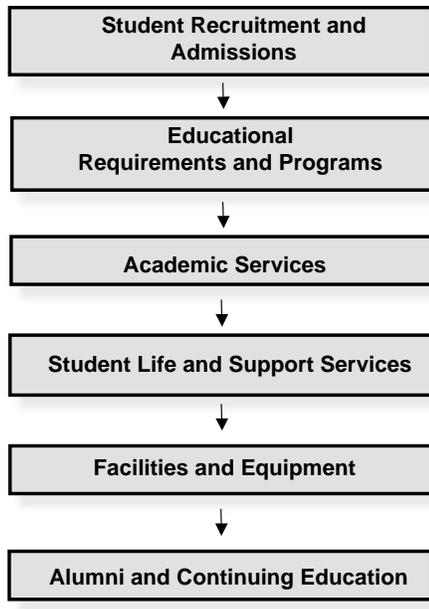
Strategic Planning in Higher Education



Source: Sherrie Tromp and Brent Ruben, *Strategic Planning in Higher Education: A Guide for Leaders* (Washington, D.C.: National Association of College and University Business Officers, 2004).

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An Example: Educational Planning



For each, establish, review, and/or refine the:

- **Mission and vision**
- **Plans**
- **Goals**
- **Strategies**

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Exemplary Practices . . .

Purposes and Plans

- ◆ **Members of the organization have a clear and shared sense of the organization’s purpose and aspirations.**
- ◆ **A formal planning process is in place and understood by all.**
- ◆ **Plans describe short- and long-term goals.**
- ◆ **The planning process and plans are fully synchronized with the mission, vision, and values of the organization *and* with broader institutional goals.**
- ◆ **Comprehensive communication plans take account of the needs of key beneficiary and constituency groups.**
- ◆ **Plans include clear, measurable, ambitious goals and action plans with a strategy for monitoring progress to completion.**
- ◆ **Resources, climate, culture, and comparisons are integral to the planning process.**
- ◆ **Plans anticipate unexpected events and “crises.”**
- ◆ **Plans, goals, and action plans are well understood and enthusiastically supported throughout the organization.**

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Scoring: 2.0 Purposes and Plans (85 pts.)

Rating

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

$$\frac{\text{Weighted Total}^*}{\text{\# Voting}} = \frac{\text{Average \%}}{\text{Average \%}} \times 85 \text{ Points} = \text{SCORE}$$

* The *weighted total* is the number of tallies in each column multiplied by the respective percentage score, and summed across the columns.

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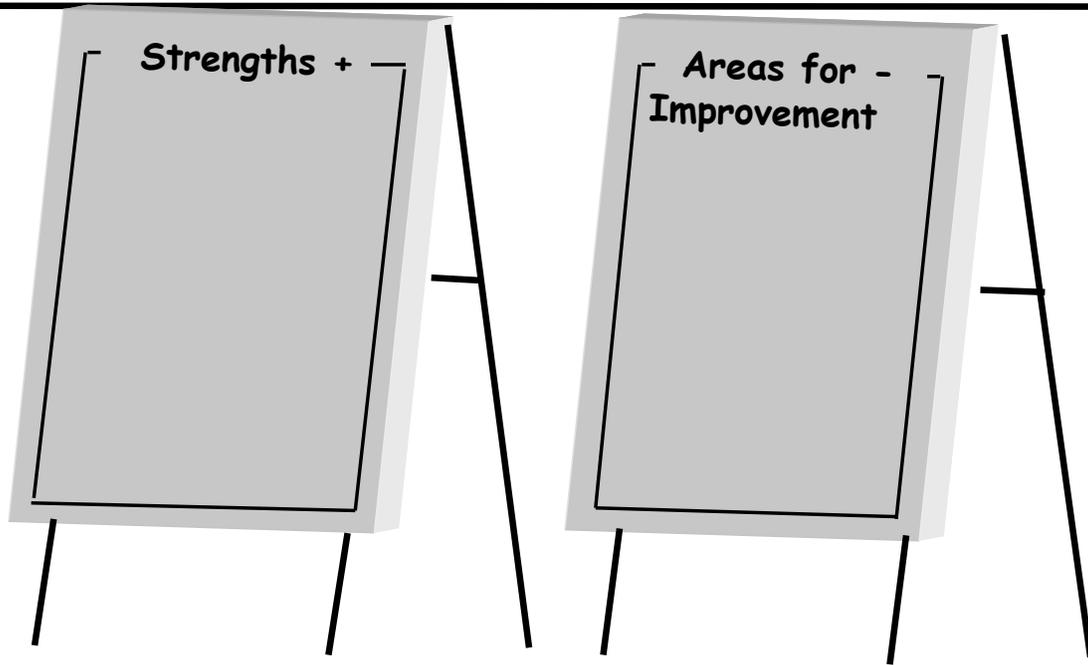
Who Is Included among “the Leadership” in Your Program, Department or Institution?

- ◆ The senior leader and his or her direct reports?
- ◆ The senior leadership team?
- ◆ The executive council?
- ◆ The dean’s council?
- ◆ The program chair or head?
- ◆ ?

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Strengths and Areas for Improvement in the Leadership Category



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Percentage Rating Guide Summary

Rating	Approach & Implementation	Outcomes & Achievements
90% – 100%	ALL	ALL
70% – 80%	MOST	MOST
50% – 60%	MANY	MANY
30% – 40%	SOME	SOME
10% – 20%	A FEW	A FEW
0%	<p>NO systematic approach or implementation, not part of culture</p> <ul style="list-style-type: none"> • Areas/programs/services • Beneficiary and constituency groups 	<p>NO documented results in key areas; NO comparisons</p> <ul style="list-style-type: none"> • Documented results • Positive outcomes and trends • Comparisons provided • Positive comparative outcomes

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Scoring: 1.0 Leadership (120 pts.)

Rating

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

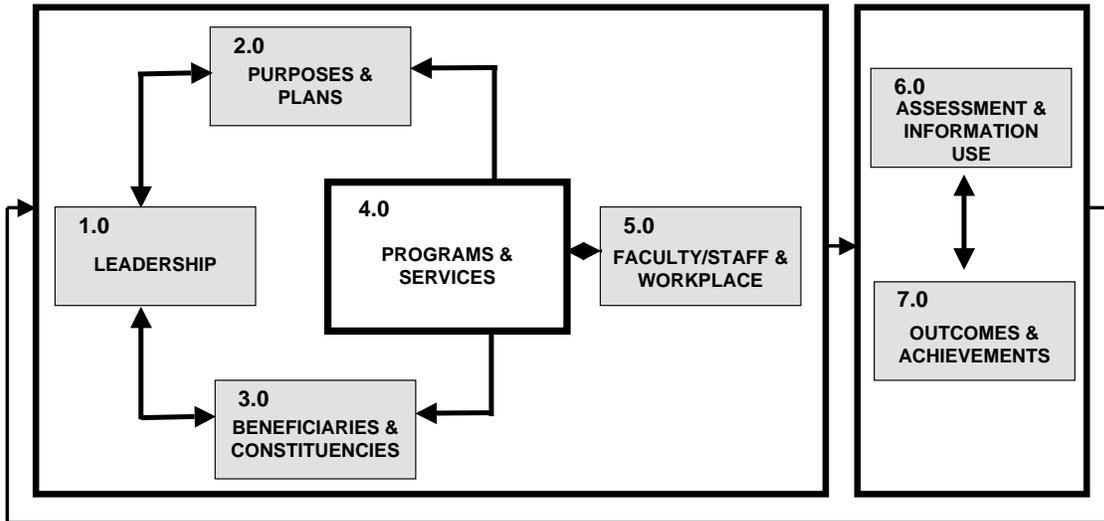
$$\frac{\text{Weighted Total}^*}{\text{\# Voting}} = \frac{\text{Average \%}}{\text{}} \times 120 \text{ Points} = \text{SCORE}$$

* The *weighted total* is the number of tallies in each column multiplied by the respective percentage score, and summed across the columns.

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Programs and Services: Your Mission-Critical Work and the Associated Processes Necessary to Its Quality and Effectiveness



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What Are Mission-Critical and Operational/Support Programs and Services?

- ◆ ***Mission-critical programs and services*** are those essential to the fundamental purpose of a department or institution.

In the case of academic units, they are:

- » **Instruction/teaching mission**
- » **Scholarship/research mission**
- » **Service/outreach mission**

- ◆ ***Operational and support programs and services*** are those necessary to support mission-critical programs and services.

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What Are Mission-Critical and Associated Processes?

- ◆ A *process* is a sequence of activities with a specified beginning and a defined output.
- ◆ *Associated processes* are sequences of activities necessary to support the mission-critical work of a program, department, or institution.

In the case of an academic department:

» **Instruction/Teaching Mission**

- ◆ Recruiting
- ◆ Registering
- ◆ Advising
- ◆ Developing and reviewing courses
- ◆ Evaluating courses and instruction
- ◆ Others

} Associated Processes

» **Scholarship/Research Mission**

- ◆ Supporting research services
- ◆ Providing IT research/facility support
- ◆ Providing sabbatical, grants, and "release" time
- ◆ Providing library/information access
- ◆ Generating and allocating conference travel funding
- ◆ Assigning research assistant support
- ◆ Others

} Associated Processes

» **Service/Outreach**

- ◆ Supporting faculty service/outreach activities
- ◆ Recognizing faculty/staff service/outreach activities
- ◆ Documenting and publicizing such activities
- ◆ Others

} Associated Processes



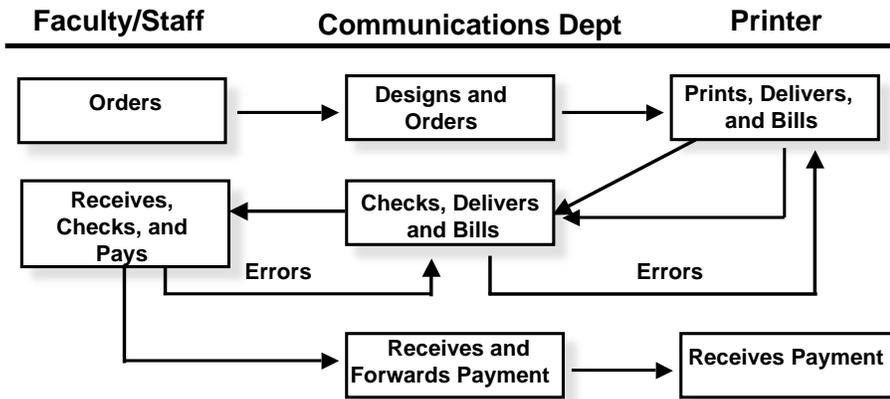
Analyzing Processes: Three Examples

- ◆ **An academic process: Developing and getting approval for a new course**
- ◆ **An administrative process: Getting business cards**
- ◆ **A student process: Going to college**

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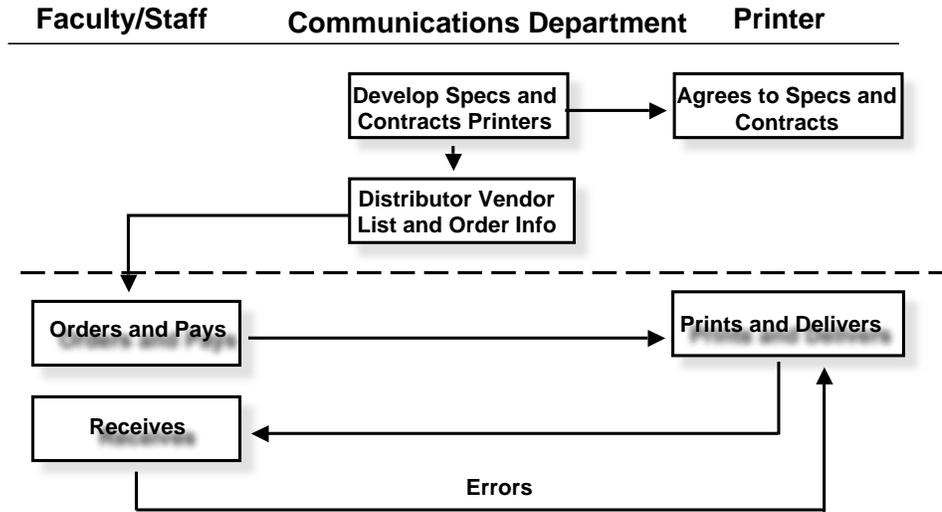
A Business Example: University “Official” Business Card Process



Primary goal: Technical quality

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“Revised Official” Business Card Process



Primary goals: Technical quality + speed, ease

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4.0 Exercise

- 👉 **List and briefly describe your mission-critical programs and services.**
- 👉 **List three of the most important processes* associated with each.**
- 👉 **Which of those processes are standardized and documented?**
- 👉 **Are the outcomes of the processes regularly reviewed and refined?**

*** A process is documented when you have identified the steps and responsible individuals or groups.**

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Mission-Critical Programs and Services and Associated Processes Matrix

Mission-Critical Programs & Services (List)	Associated Processes* (List)	Standardized, Documented (Y/N)	Regularly Reviewed? (Y/N)

* Processes that are essential to your organization's mission.

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Operational and Support Programs and Services and Associated Processes Matrix

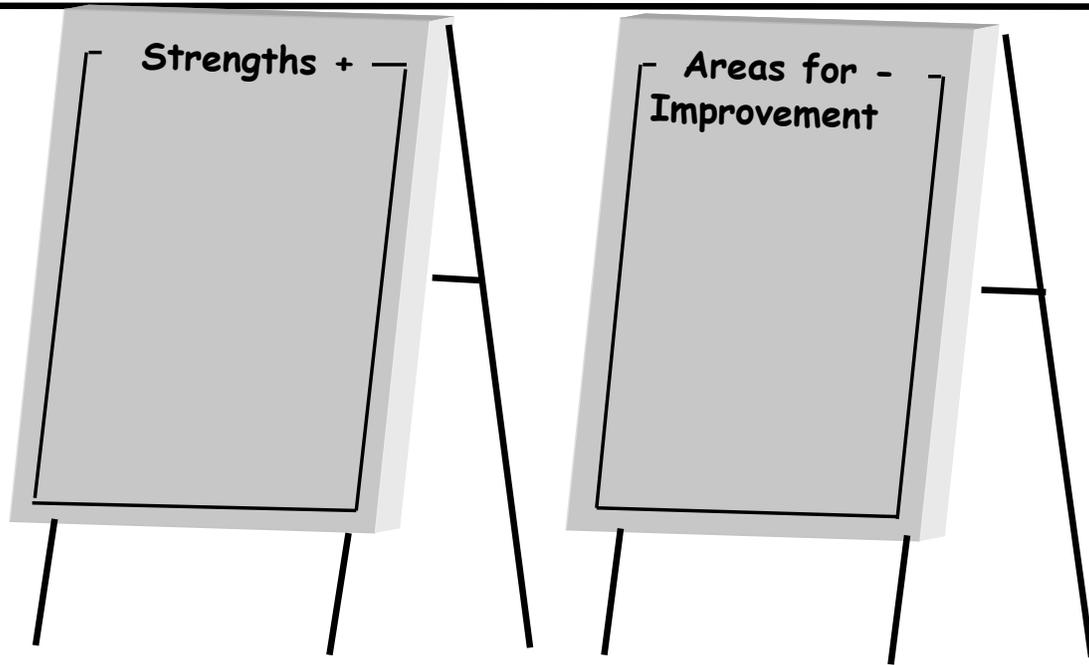
Operational/Support Programs & Services (List)	Associated Processes* (List)	Standardized, Documented (Y/N)	Regularly Reviewed? (Y/N)

* Processes that are essential in support of your mission-critical programs and services.

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Strengths and Areas for Improvement in the Programs and Services Category



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Scoring: 4.0 Programs and Services (85 pts.)

Rating

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

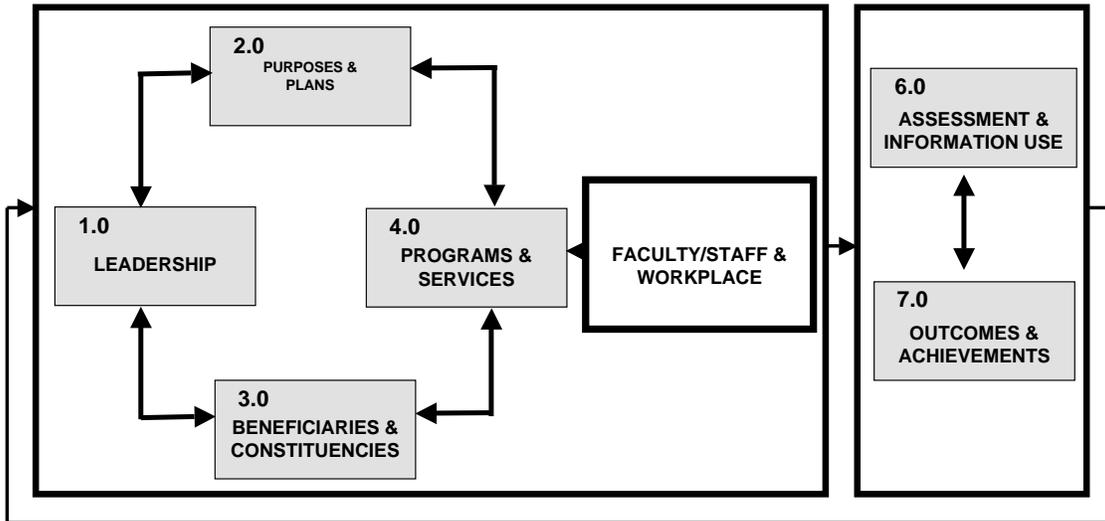
$$\frac{\text{Weighted Total}^*}{\text{\# Voting}} = \frac{\text{Average \%}}{\text{}} \times 85 = \text{SCORE}$$

* The *weighted total* is the number of tallies in each column multiplied by the respective percentage score, and summed across the columns.

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Faculty/Staff and Workplace— Creating and Maintaining an Outstanding Work Environment



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5.0 Faculty/Staff and Workplace (85 pts.) Topics to be Considered

5.1 Faculty and Staff (45 pts.)



5.2 Workplace (40 pts.)

- Does the program, department, or institution develop current and future staffing plans to support and align with your purposes and plans?
- Are there systematic approaches for recruitment, hiring, and retention of all faculty/staff groups?
- Is there an orientation for new faculty/staff?
- Is basic job-related information effectively communicated to new employees?
- Are performance review procedures in place for all faculty/staff groups?
- Are recognition programs in place for faculty and staff?
- Are professional development activities encouraged and provided?
- Is career development guidance provided?
- Is faculty and staff satisfaction a priority?
- Are methods in place to systematically monitor faculty/staff satisfaction?
- Is the present organizational structure appropriate for advancing the mission, vision, and goals?
- Are position descriptions and responsibilities clearly defined and communicated?
- Do workplace practices encourage:
 - Excellence? - Collegiality?
 - Collaboration? - Innovation?
 - Valuing diversity? - Ethics and integrity?
- Is organizational flexibility encouraged through:
 - Cross-training? - Redesign of work processes?
 - Job rotation? - Simplification/reduction of job classifications?
 - Technology?
- Are systematic methods in place for assessing the organization's success in fostering the desired workplace values, practices, culture, and climate?

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Exemplary Practices . . .

Faculty/Staff and Workplace

- ◆ Excellence, collaboration, and collegiality are pervasive organizational values.
- ◆ The jobs and goals of people, on the one hand, and the mission, vision, plans, and goals of the organization, on the other, are aligned.
- ◆ Meaningful review, reward, and recognition programs link individual and group accomplishments to the directions, aspirations, and priorities of the organization.
- ◆ Formalized workplace and workforce programs for all employee groups include welcome and orientation programs, career progression planning, and job enrichment opportunities.
- ◆ Professional development is an organizational and individual value.
- ◆ Systematic programs to assess workplace climate and faculty/staff satisfaction are in place, with procedures in place to address identified improvement needs.
- ◆ There is a shared sense of pride in the organization and a general feeling that “this is a great place to work.”

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Scoring: 5.0 Faculty/Staff and Workplace (85 pts.)

Rating

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

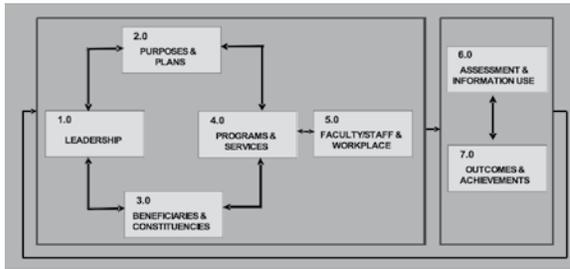
$$\frac{\text{Weighted Total}^*}{\text{\# Voting}} = \frac{\text{Average \%}}{\text{}} \times 85 = \text{SCORE}$$

* The *weighted total* is the number of tallies in each column multiplied by the respective percentage score, and summed across the columns.

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Levels of Assessment: Example 1

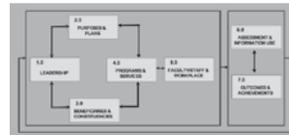


Institution-Level Assessment

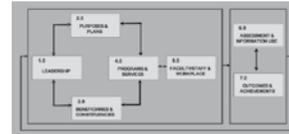
**Academic
Department/
Schools**



**Administrative
Unit**



**Centers, Program,
Labs, etc.**

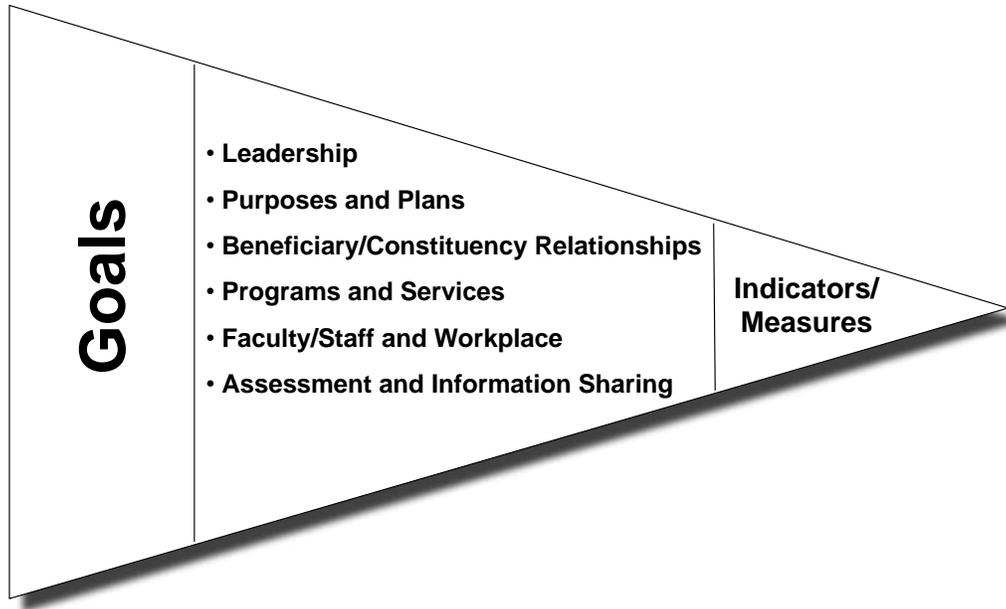


**Department/Program-Level
Assessment**

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Assessment: The 30,000-Foot View: "Mission to Measures"



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Benefits of Assessment

- Stimulates dialogue and clarifies the organization's mission, aspirations, and priorities
- Heightens shared sense of the purposes of programs and services
- Develops shared perspective on standards and indicators of excellence
- Identifies current strengths
- Clarifies improvement needs
- Provides meaningful comparisons
- Heightens personal and collective responsibility
- Encourages, monitors, and documents progress
- Provides foundation for fact-based planning, decision making, and problem solving
- Energizes and motivates
- Provides information to improve the organization

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6.0 Exercise: Current Measures Matrix 1

Area/Category	Measures/Indicators (List)	Information-Gathering Methods (List)	Comparisons with Other Organizations? (List)	Outcomes Used for Improvement? (Y/N-Examples)
1. Leadership				
2. Purposes and Plans				
3. Beneficiaries and Constituencies				



6.0 Exercise: Ideal Measures Matrix 1

Area/Category	Measures/Indicators (List)	Information-Gathering Methods (List)	Comparisons with Other Organizations? (Examples)	Outcomes Used for Improvement? (Examples)
1. Leadership				
2. Purposes and Plans				
3. Beneficiaries and Constituencies				



6.0 Exercise: Measures Matrix (Example)

Area/Category	Measures/Indicators Established? (List)	Information-Gathering Methods in Place? (List)	Comparisons with Other Organizations (Y/N-Examples)	Outcomes Used for Improvement? (Y-N/Examples)
1. Leadership	e.g., effectiveness ratings, external presence, accomplishments (renewal, promos. funding, space)	e.g., survey, review of reports	e.g., comp. to other units	e.g., use in annual planning
2. Purposes and Plans	e.g., mission, vision, goals defined; goals achieved; extent of faculty/staff engagement in planning	e.g., review of plans/goals data, participation rates	e.g., comp. to last year	e.g., input to plan assessment
3. Beneficiaries and Constituencies	e.g., reputation, perceptions of stakeholders, scope of stakeholder focus, complaints,	e.g., survey, focus groups, review of suggestions and complaint reports	e.g., comp. to last year and peer units	e.g., improve communication, org. practices
4. Programs & Services Mission-Critical Programs and Services	e.g., consensus on goal measures, progress measures, successful outcomes (placement of graduates, funding, external recognition)	e.g., review of goal/outcome progress, placement test and placement records, awards, funding reports	e.g., comp. to last year and peer units	e.g., use goal and outcome measures to improve offerings and methods
Operational and Support Services	e.g., efficiency, satisfaction, perceptions of effectiveness	e.g., review of internal records, staff survey	e.g., comp. to last year and peer units	e.g., streamline procedures
5. Faculty/Staff and Workplace	e.g., qualifications, recruitment success, retention, satisfaction	e.g., review of internal records, survey, exit interviews	e.g., comp. to last year and peer units	e.g., revised orientation
6. Assessment and Information Use	e.g., scope of system in place, enhancements, use	e.g., review of internal records	e.g., comp. to last year and peers	e.g., use in planning

6.0 Assessment and Information Use (90 pts.) Topics to be Considered

6.1 Assessment Approach and Methods (45 pts.)

- Do you assess the quality & effectiveness of:
 - Leadership?
 - Purposes and plans?
 - Beneficiary and constituency relationships?
 - Programs and services?
 - Faculty/staff satisfaction and workplace climate?
 - Assessment and information use?
- For each of those categories/areas:
 - Are indicators and measures clearly defined?
 - Are systematic information-gathering procedures in place?
 - Is assessment information used for improvement?

6.2 Comparative Analysis (20 pts.)

- Do you compare current assessment outcomes and accomplishments with results from previous years?
- Do you compare assessment outcomes and accomplishments with peers and leaders?

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6.3 Information Sharing and Use (25 pts.)

- Is assessment outcome and accomplishment information—and other knowledge and expertise—effectively shared among members of your organization?
- Is outcome and achievement information—and other information—effectively used to guide day-to-day decision making, planning, and improvement?
- Are data/information collection, storage, retrieval, and dissemination activities effectively coordinated?
- Is information technology effectively used for the diffusion of ideas and innovations?
- Are information and technology policies in place for access, currency, security, and other key concerns, and are policies regularly reviewed and refined?

Exemplary Practices . . .

Assessment and Information Use

- ◆ Outcome and achievement indicators are anchored in organizational and institutional mission, vision, values, goals, and priorities.
- ◆ A comprehensive set of indicators is in place for assessing organizational excellence and effectiveness in all categories/areas.
- ◆ Systems are in place to ensure wide access to—and use of—outcomes and achievements information.
- ◆ Organizational measures are used to assess effectiveness, create focus, and guide day-to-day decision making, resource allocation, planning, and improvement activities.
- ◆ Knowledge, expertise, and effective practices information is shared and utilized throughout the organization.
- ◆ The effectiveness and efficiency of information systems, technology, and policy are regularly reviewed, reported, and improved.
- ◆ Appropriate comparison organizations have been identified, and information-gathering and exchange processes are in place to allow for comparisons in all categories.
- ◆ Comparison information is used effectively for assessment and improvement.

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Scoring— 6.0 Assessment and Information Use (90 pts.)

Rating

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

$$\frac{\text{Weighted Total}^*}{\text{\# Voting}} = \frac{\text{Average \%}}{\text{}} \times 90 = \text{SCORE}$$

* The *weighted total* is the number of tallies in each column multiplied by the respective percentage score, and summed across the columns.

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7.0 Outcomes and Achievements

What does the evidence indicate? Considering your current outcomes and achievements—and comparisons with peers, competitors, and leaders—how successful is your program, department, and/or institution in achieving and sustaining excellence and effectiveness in the areas of:

- 1. Leadership?**
- 2. Purposes and plans?**
- 3. Beneficiary and constituency relationships?**
- 4. Programs and services?**
- 5. Faculty/staff satisfaction and workplace climate?**
- 6. Assessment and information use?**

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7.0 Outcomes and Achievements (450 pts.)

Topics to be Considered

7.1 Leadership (55 pts.)

- What are your documented and positive outcomes?
- Is trend information available and favorable?
- Are comparisons documented and favorable?

7.2 Purposes and Plans (35 pts.)

- What are your documented and positive outcomes?
- Is trend information available and favorable?
- Are comparisons documented and favorable?

7.3 Beneficiaries and Constituencies (85 pts.)

- What are your documented and positive outcomes?
- Is trend information available and favorable?
- Are comparisons documented and favorable?

7.4 Programs and Services (175 pts.)

- What are your documented and positive outcomes?
- Is trend information available and favorable?
- Are comparisons documented and favorable?

7.5 Faculty/Staff and Workplace (65 pts.)

- What are your documented and positive outcomes?
- Is trend information available and favorable?
- Are comparisons documented and favorable?

7.6 Assessment and Information Use (35 pts.)

- What are your documented and positive outcomes?
- Is trend information available and favorable?
- Are comparisons documented and favorable?

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NC = No Change

7.1 Leadership: An Example

Indicators (What we <u>currently</u> measure)	Outcomes for This Year (+/-/?)	Compared to Previous Years (+/-/NC/?)	Compared to Plans and Goals (+/-/NC/?)	Compared to Peers and Leaders (+/-/NC/?)
• Results from leadership survey in the areas of:				
• Internal communication	+	+	+	?
• External communication	NC	NC	-	?
• Effectiveness rating	+	+	+	+
• Progress on 2006 leadership initiatives	+	?	+	?
• Fund raising	+	+	+	+
• Etc.				
•				

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NC = No Change

7.1 Leadership

Indicators (What we <u>currently</u> measure)	Outcomes for This Year (+/-/?)	Compared to Previous Years (+/-/NC/?)	Compared to Plans and Goals (+/-/NC/?)	Compared to Peers and Leaders (+/-/NC/?)
• • • • • • • • • • • •				

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NC = No Change

7.3 Beneficiaries and Constituencies

Indicators for Each Group (What we <u>currently</u> measure)	Outcomes for This Year (+/-/?)	Compared to Previous Years (+/-/NC/?)	Compared to Plans and Goals (+/-/NC/?)	Compared to Peers and Leaders (+/-/NC/?)
• • • • • • • • • • •				

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NC = No Change

7.4.B Services (Operational and Support Services)

Indicators (What we <u>currently</u> measure)	Outcomes for This Year (+/-/?)	Compared to Previous Years (+/-/NC/?)	Compared to Plans and Goals (+/-/NC/?)	Compared to Peers and Leaders (+/-/NC/?)
• • • • • • • • • • • •				

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NC = No Change

7.6 Assessment and Information Use

Indicators (What we <u>currently</u> measure)	Outcomes for This Year (+/-/?)	Compared to Previous Years (+/-/NC/?)	Compared to Plans and Goals (+/-/NC/?)	Compared to Peers and Leaders (+/-/NC/?)
• • • • • • • • • • • •				

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Exemplary Practices . . .

Outcomes and Achievements

- ◆ The institution, department, or program is distinguished—recognized for excellence locally, regionally, and nationally.
- ◆ Programs and services—and the organization overall—are recognized as among the best of their kind anywhere.
- ◆ Positive and sustained outcomes and achievements are documented in the areas of leadership; purposes and plans; beneficiary and constituency relationships; programs and services; faculty/staff satisfaction and workplace climate; and assessment and information use, and in terms of fulfilling the overall mission, vision, and broad organizational goals.
- ◆ No unfavorable outcomes or trends seen in key categories/areas.
- ◆ Organization has a record of significant achievement and continuous improvement in effectiveness, productivity, value, and efficiency, particularly in mission-critical processes.
- ◆ Favorable comparison outcomes are documented in all the above areas in relation to peer, competitive, and leading organizations.

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Percentage Rating Guide

Rating	Approach/Implementation	Outcomes & Achievements
<p>↑ 100% to 90% ! ↓</p>	<ul style="list-style-type: none"> • A superior approach; systematically addressing all dimensions of the category/item. • Fully implemented without significant weakness or gaps in any area. • Widely recognized leader in the category/item. • Systematic approach and commitment to excellence and continuous improvement fully ingrained in the organization and its culture. 	<ul style="list-style-type: none"> • Exceptional, documented, current, and sustained outcomes and achievements related to leadership, purposes and plans, beneficiaries and constituencies, programs and services, faculty/staff and workplace, and measurement and information use. • Clear and documented evidence that the institution, department, or program is a leader both in higher education and in general.
<p>↑ 80% to 70% ! ↓</p>	<ul style="list-style-type: none"> • A well-developed, systematic, tested, and refined approach in most areas, addressing most dimensions of the category. • A fact-based assessment and improvement process throughout most of the organization with few significant gaps. • Innovative; recognized as a leader in the category/item. • Clear evidence of excellence and continuous improvement throughout most of the organization and its culture. 	<ul style="list-style-type: none"> • Favorable, documented, current, and sustained outcomes and achievements in most areas related to leadership, purposes and plans, beneficiaries and constituencies, programs and services, faculty/staff and workplace, and measurement and information use. • Current outcomes and trends are evaluated against—and compare favorably with—peer, competitor, and leading organizations.

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Percentage Rating Guide

Rating	Approach/Implementation	Outcomes & Achievements
<p style="text-align: center;">↑ ! 20% to 10% ! ↓</p>	<ul style="list-style-type: none"> • The beginning of a systematic approach to a few dimensions of the category/item. • Category criteria addressed in a few programs, services, activities, and processes. • Major implementation gaps that inhibit progress in achieving the basic purpose of category/item. • Clear evidence of excellence and continuous improvement in a few areas of the organization and its culture. 	<ul style="list-style-type: none"> • Outcomes and achievements documented in a few areas related to the various EHE categories. • Evidence of positive results and improvements in a few areas. • Minimal trend or comparative information.
<p style="text-align: center;">0%</p>	<ul style="list-style-type: none"> • No systematic approach to category/items; anecdotal information on approach and implementation; not part of the culture of the organization. 	<ul style="list-style-type: none"> • No documented results or poor results. • No documented comparisons.

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Scoring— 7.0 Outcomes and Achievements (450 pts.)

Rating

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

$$\frac{\text{Weighted Total}}{\text{\# Voting}} = \frac{\text{Average \%}}{\text{Average \%}} \times 450 \text{ Points} = \text{SCORE}$$

* The *weighted total* is the number of tallies in each column multiplied by the respective percentage score, and summed across the columns.

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EHE Themes

- ◆ **Leadership.** Define, communicate, and model a commitment to the purposes and plans of the organization.
- ◆ **Purposes and plans.** Set clear directions and aspirations, translate into plans with ambitious goals, and see those plans through to completion.
- ◆ **Beneficiaries and constituencies.** Listen to and understand the needs and perspectives of the groups you serve. Develop an organization-wide service ethic; identify and close gaps.
- ◆ **Programs and services.** Identify, analyze, standardize, and continuously improve the quality and effectiveness of programs, services, and their associated processes to ensure that units meet the highest possible standards.
- ◆ **Faculty/staff and workplace.** Create a culture that encourages excellence, engagement, professional development, commitment, and pride. Reward and recognize performance and synchronize individual and organizational goals.
- ◆ **Assessment and information use.** Assess quality and effectiveness in all areas; effectively share and use the assessment results and other information, knowledge, and expertise throughout the organization and beyond.
- ◆ **Outcomes and achievements.** Document your progress and achievements. Compare your achievements and accomplishments against those of peers, competitors, and leaders. Communicate your outcomes and achievements widely.



Prioritizing Areas for Improvement

- ◆ Review areas for improvement listed in each category.
- ◆ Develop a one-sentence summary for each item that clearly conveys the improvement sought.
- ◆ Where several of the listed improvements focus on related topics, consolidate those items into a single item.

Example of a one-sentence summary:

“We need to develop a systematic approach to gathering, analyzing, and using information from beneficiaries regarding their needs, expectations, experiences, and satisfaction levels.”

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Creating Project Improvement Plans and Teams

For each improvement area the group has selected as a priority, develop an action plan by specifying:

Sponsor(s):	Project leader:		
<hr/>			
Project description:			
<hr/>			
Action steps:	Project members:		
1.	•		
2.	•		
3.	•		
4.	•		
<hr/>			
Funding considerations:			
<hr/>			
Communication issues:			
<hr/>			
Deliverables:			
<hr/>			
Time frame (start-up, milestones, target completion date):			
1.	2.	3.	4.
<hr/>			
Project effectiveness measure(s):			
1.	2.	3.	4.

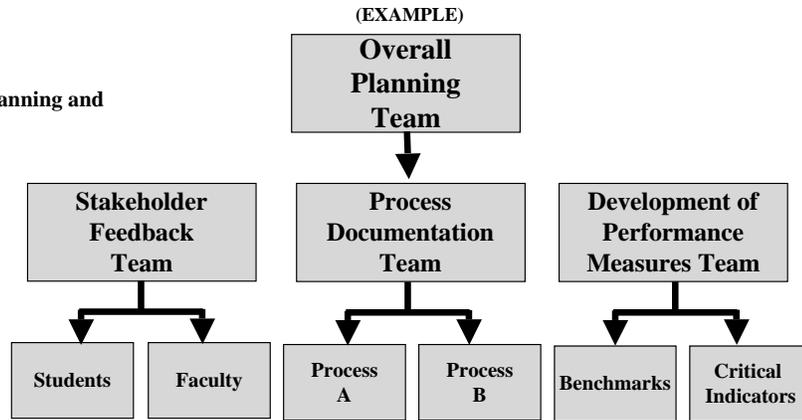


Project Planning Phases: An Example

Phase I
Framing the Project
 Small group does initial planning and forms subgroups.

Phase II
Distributing the Work
 Subteams are organized to undertake projects.

Phase III
Refinement of Work
 Subteams are created, where appropriate, for refinement and a deeper look into particular areas.



Teams keep others in the department informed of work and report back up to larger group

Advantages:

- Capitalizes on expertise at various levels of the organization.
- Results in involving many people, not just core team.
- Enhances understanding and “buy in.”
- Small teams facilitate easy scheduling.
- Each team contains a member of planning group to provide continuity.
- and inclusion of work in final outcome.

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Ways to Use EHE Results

- ◆ To generate a list of improvement priorities
- ◆ To identify categories of particular strength and those that would benefit from improvement
- ◆ To create a baseline for future comparisons (based on average rating results and extent of agreement among members of the organization)
- ◆ To develop organizational profiles for descriptive or comparative purposes—for a single unit over time or across units or departments
- ◆ As the basis for identifying future organizational and professional development needs

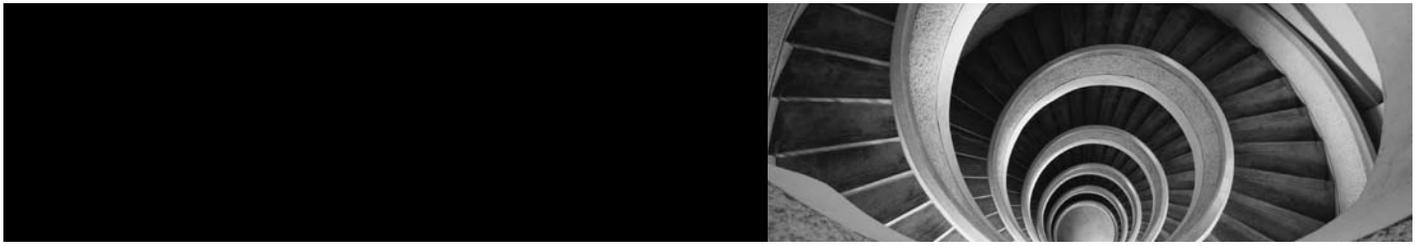
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Sample Summary Chart, Category 7

Table II – Summary Analysis of Category 7 (Outcomes & Achievements) for Unit 1					
Categories	Favorable Outcomes	Marginal Outcomes	Good	Acceptable	Needs to Be Addressed
1. Leadership Outcomes	<ul style="list-style-type: none"> • Positive results on internal leadership effectiveness (average rating: 4.25.0) • Oversight of successful planning effort (6/7 goals) • 22% increase in funds for unit 	<ul style="list-style-type: none"> • Improved faculty meetings noted as area in need of improvement on survey • External leadership in campus and discipline 	X		
2. Purposes & Plans Outcomes	<ul style="list-style-type: none"> • Significant progress on 6 of 7 goals • Majority of faculty involved in implementation of strategic plan 	<ul style="list-style-type: none"> • Improve progress on 1 of 7 goals including clarification of responsible parties 	X		
3. Beneficiaries/ Stakeholders Outcomes	<ul style="list-style-type: none"> • Evidence of perceived need among students and workplace professionals • Course instructor evaluations at or above the university average in 55% of courses • Strong evidence of effectiveness of outreach program to prospective students • Alumni survey initiated and results used as basis for improvement and review of curriculum 	<ul style="list-style-type: none"> • Survey results show dissatisfaction with advising • Survey results reveal dissatisfaction with introductory courses 	X		
4. Programs & Services Outcomes	<ul style="list-style-type: none"> • Three new elective courses implemented 	<ul style="list-style-type: none"> • Curricula has not reviewed within last five years • No systematic process in place for curricula review • Publication and scholarly productivity of faculty does not compare favorably with previous years or with peers (trending downward) • No established teaching/learning goals or outcome measures 			X
5. Faculty/Staff & Workplace Outcomes	<ul style="list-style-type: none"> • Established new faculty mentoring system, rated as very effective by all new faculty 	<ul style="list-style-type: none"> • Three highly regarded faculty left for positions elsewhere • Two untenure recommendations were reversed at higher level 			X
6. Assessment & Info. Use Outcomes	<ul style="list-style-type: none"> • Assessment measures/indicators were used in design of new courses • Leadership effectiveness feedback system was established and used to provide feedback 			X	
Composite rating in Outcomes & Achievements for Unit 1			X		

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THE EVALUATION AND SCORING PROCESS

Each of the seven Excellence in Higher Education categories represents an important dimension of organizational excellence. For purposes of analysis, the EHE approach “freezes” the ongoing dynamics of an institution, department, or program and focuses on each component individually to clarify organizational strengths and identify potential areas for improvement. Figure 1 (next page) summarizes the areas the EHE program addresses under each category.

APPROACH, IMPLEMENTATION, AND OUTCOMES

Categories 1 through 6 are concerned with approach and implementation, while Category 7 focuses on results.

Approach refers to the methods and strategies your organization uses. It is evaluated based on the extent to which your organization’s methods and strategies are

- effective;
- systematic;
- integrated;
- innovative;
- consistently applied;
- based on reliable information; and
- regularly evaluated and improved.

Implementation relates to the manner and extent to which the organization implements and applies its approaches. To evaluate implementation, the EHE process focuses on the extent to which approaches are

- implemented with consistency;
- implemented in all areas and work groups; and
- monitored and continually improved.

Results are also known as outcomes and achievements. The EHE process looks at the organization’s

- documented outcomes and achievements;
- assessments of current performance;
- examination of improvement trends over time;
- performance indicators and measures that link to mission, vision, plans, and goals; and
- comparisons with peers, competitors and leading organizations.

FIGURE 4. CATEGORIES AND ITEMS**Institution, Department, or Program Overview**

- 0.1 Mission, structure, and personnel
- 0.2 Programs, services, and constituencies
- 0.3 Peers and comparisons
- 0.4 Challenges and opportunities

1.0 Leadership

- 1.1 Organizational leadership
- 1.2 Public and professional leadership
- 1.3 Ethics and social responsibility

2.0 Purposes and Plans

- 2.1 Plan development
- 2.2 Plan implementation

3.0 Beneficiaries and Constituencies

- 3.1 Needs and expectations
- 3.2 Relationship enhancement

4.0 Programs and Services

- 4.1 Mission-critical programs, services, and processes
- 4.2 Operational and support services and processes

5.0 Faculty, Staff, and Workplace

- 5.1 Faculty and staff
- 5.2 Workplace

6.0 Assessment and Information Use

- 6.1 Assessment approach and methods
- 6.2 Comparative analysis
- 6.3 Information sharing and use

7.0 Outcomes and Achievements

- 7.1 Leadership
 - 7.2 Purposes and plans
 - 7.3 Beneficiaries and constituency groups
 - 7.4 Mission-critical programs, services, and processes
 - 7.5 Operational and support services and processes
 - 7.6 Faculty, staff, and workplace
 - 7.7 Assessment and information sharing
-

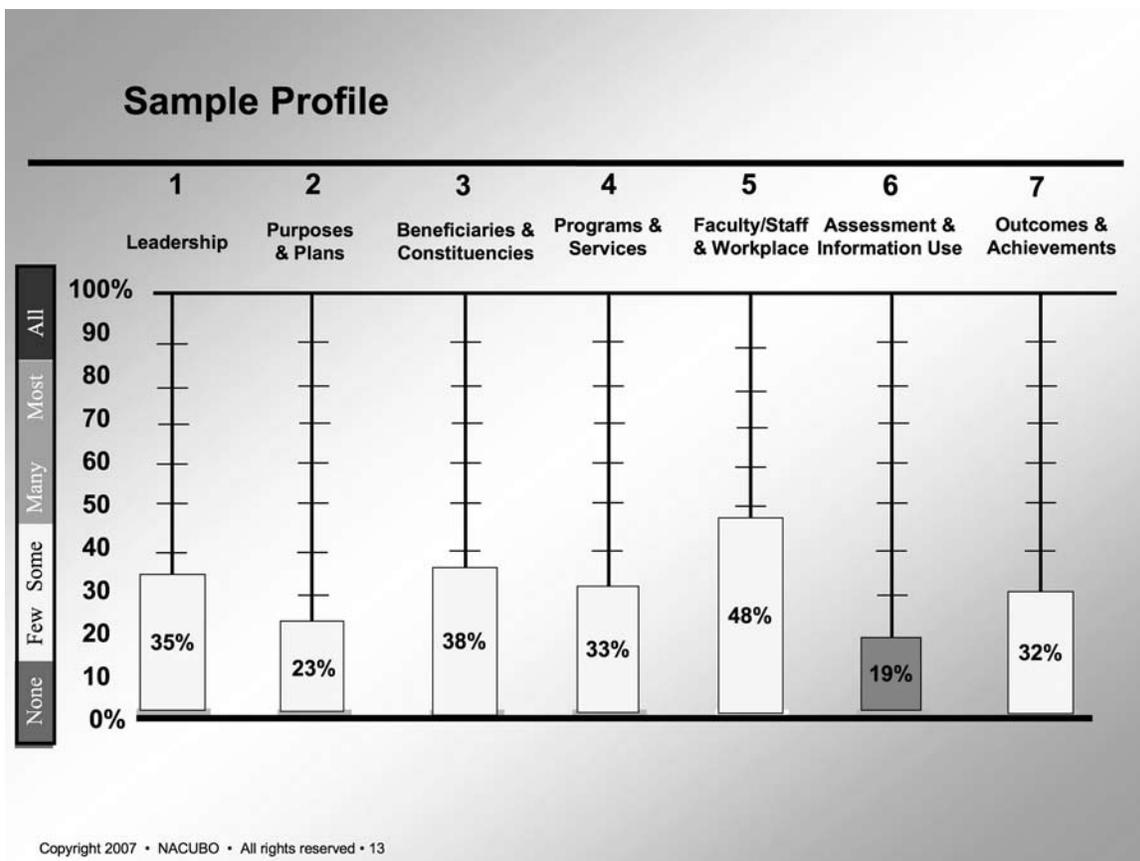
PERCENTAGE RATINGS

For each EHE category, the process rates approach, implementation, and/or results from 0 to 100 percent. A rating of 100 percent would be appropriate if all the criteria set forth in a particular category were fully addressed, in such a manner that the organization was “the best anywhere”—an international leader—in that particular area. At the other extreme, a 0 rating would be appropriate if the organization had not addressed any of the criteria in the category. Form A, the Percentage Rating Guide (found in the “Forms and Guides” section), provides a comprehensive description of the percentage scoring ranges and their interpretation.

Unlike the assessment scale familiar to most educators, a rating of 50 or 60 percent is not “failing” in the Excellence in Higher Education or Baldrige frameworks. Rather, as Form A illustrates, such a middle-range rating characterizes an organization with reasonably successful approaches and implementation strategies and results.

This booklet provides a rating summary form (Form B) for recording percentage ratings in each category. When your organization has completed the assessment, the result is a profile such as that illustrated in Figure 2.

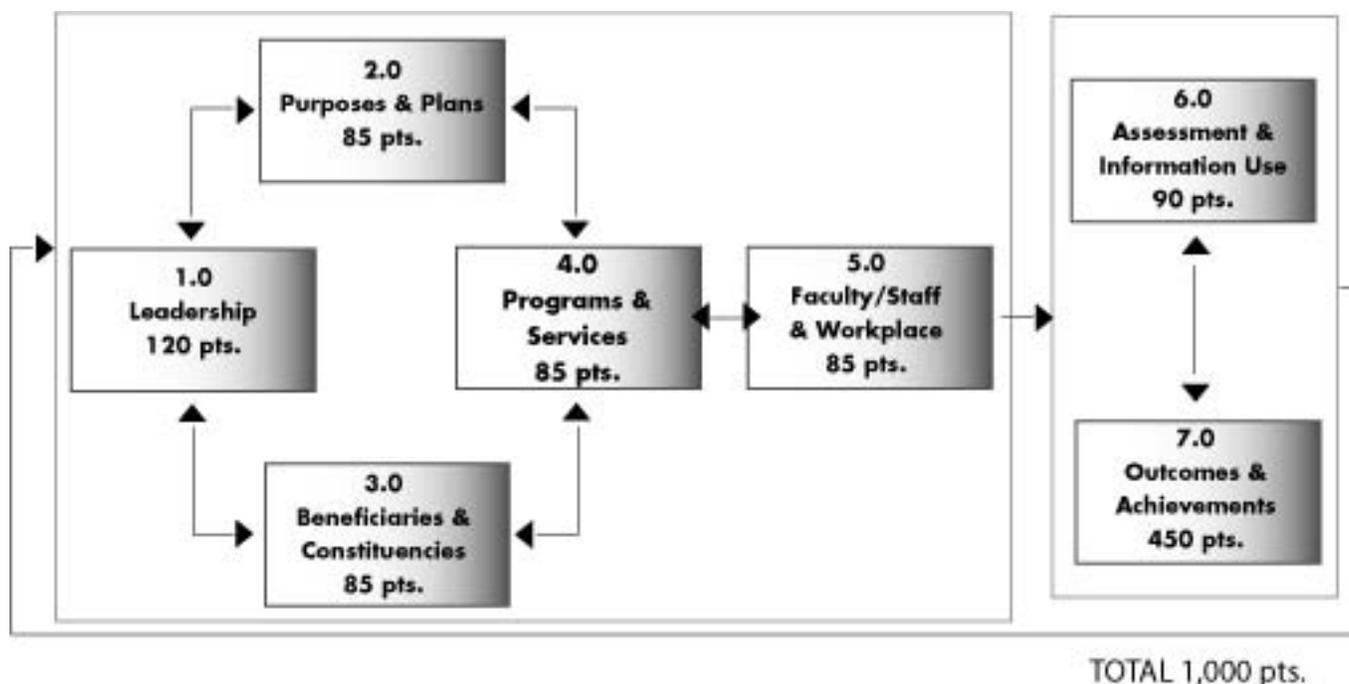
FIGURE 2. SAMPLE EHE PROFILE



CATEGORIES AND POINT VALUES

In the EHE framework, each of the seven categories has been assigned a point value, as shown in Figure 3. In all, 1,000 possible points are available to be awarded. Figure 4 shows the breakdown of point values within each category.

FIGURE 3. EXCELLENCE IN HIGHER EDUCATION FRAMEWORK, CATEGORIES, AND POINT STRUCTURE



For each category, scoring proceeds as follows:

1. Determine the percentage rating that best corresponds to the extent of the approach/implementation or results for the category. (You do this typically by averaging the ratings of all the individuals participating in the assessment process.)
2. Multiply that average percentage (the “rating”) by the point value—the weighting—for the category. For instance, if the average rating for Leadership for a particular organization were 40 percent, you would multiply that percentage by the 120 points available for the Leadership category. You would award a total of 48 points in Category 1 ($.40 \times 120 = 48.0$).

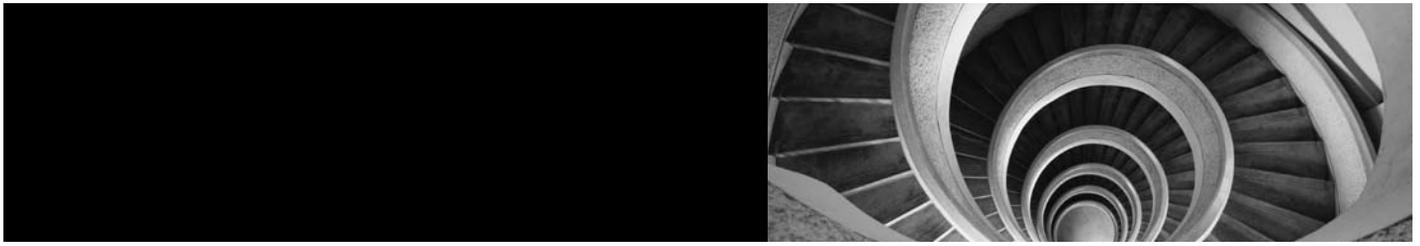
Use Forms C to I to calculate percentage ratings and scores for each category. Use Form J to record summaries for all categories. You derive the total score for an institution, department, or program by adding the point values from all categories. Form J is provided for that purpose.

FIGURE 4. CATEGORY AND ITEM POINT VALUES

Categories and Items		Point Values*
1.0	Leadership	120
1.1	Organizational Leadership	80
1.2	Public and Professional Leadership	20
1.3	Ethics and Social Responsibility	20
2.0	Purposes and Plans	85
2.1	Plan Development	40
2.2	Plan Implementation	45
3.0	Beneficiaries and Constituencies	85
3.1	Needs and Expectations	40
3.2	Relationship Enhancement	45
4.0	Programs and Services	85
4.1	Mission-Critical Programs, Services and Processes	60
4.2	Operational and Support Services and Processes	25
5.0	Faculty/Staff & Workplace	85
5.1	Faculty and Staff	45
5.2	Workplace	40
6.0	Assessment and Information Use	90
6.1	Assessment Approach and Methods	45
6.2	Comparative Analysis	20
6.3	Information Sharing and Use	25
7.0	Outcomes and Achievements	450
7.1	Leadership	55
7.2	Purposes and Plans	35
7.3	Beneficiaries and Constituencies	85
7.4	Programs and Services	175
7.5	Faculty/Staff and Workplace	65
7.6	Assessment and Information-Sharing	35
Total Points		1000

* For most self-assessment purposes, the category-level scoring provides a sufficient level of precision. In cases where additional detail is desired in self- or third-party assessment, subcategory level scoring can be used.





FORMS AND GUIDES

In this section you will find a table that describes the percentage rating system (the Percentage Rating Guide), a rating sheet, and various forms for scoring purposes, for those who want to include that activity as part of the assessment process.



FORM A. PERCENTAGE RATING GUIDE

RATING	APPROACH/IMPLEMENTATION	RESULTS
100% to 90%	<ul style="list-style-type: none"> • A superior approach; systematically addressing all dimensions of the category/item. • Fully implemented without significant weakness or gaps in any area. • Widely recognized leader in the category/item. • Systematic approach and commitment to excellence and continuous improvement fully ingrained in the organization and its culture. 	<ul style="list-style-type: none"> • Exceptional, documented, current and sustained outcomes and achievements related to leadership, purposes and plans, beneficiaries and constituencies, programs and services, faculty/staff and workplace, and measurement and information-use. • Clear and documented evidence that the institution, department, or program is a leader in higher education, and more generally.
80% to 70%	<ul style="list-style-type: none"> • A well-developed, systematic, tested, and refined approach in most areas, addressing most dimensions of the category. • A fact-based assessment and improvement process throughout most of the organization with few significant gaps. • Innovative; recognized as a leader in the category/item. • Clear evidence of excellence and continuous improvement throughout most of the organization and its culture. 	<ul style="list-style-type: none"> • Favorable, documented current and sustained outcomes and achievements in most areas related to leadership, purposes and plans, beneficiaries and constituencies, programs and services, faculty/staff and workplace, and measurement and information-use. • Current outcomes and trends are evaluated against—and compare favorably with—peer, competitor, and leading organizations.
60% to 50%	<ul style="list-style-type: none"> • An effective, systematic approach, responsive to many dimensions of the category/item. • The approach is well implemented in many areas, although there may be unevenness and inconsistency in particular work groups. • A fact-based, systematic process in place for evaluating and improving effectiveness and efficiency in many areas. • Clear evidence of excellence and continuous improvement in many areas of the organization and its culture. 	<ul style="list-style-type: none"> • Favorable, documented, current, and sustained outcomes and achievements for many areas related to the various EHE categories. • Many current and sustained outcomes and achievements are evaluated against—and compare favorably with—peer, competitor, and leading organizations. • No pattern of poor outcomes or adverse trends in key areas.

FORM A. PERCENTAGE RATING GUIDE

RATING	APPROACH/IMPLEMENTATION	RESULTS
40% to 30%	<ul style="list-style-type: none"> • An effective, systematic approach, responsive to some dimensions of the category/item. • The approach is implemented in some areas, but some work units are in the early stages of implementation. • A systematic approach to assessing and improving effectiveness and efficiency in some areas. • Clear evidence of excellence and continuous improvement in some areas of the organization and its culture. 	<ul style="list-style-type: none"> • Favorable, documented, current, and sustained outcomes and achievements in some areas related to the various EHE categories. • Early stages of developing trends and obtaining comparative information in some areas.
20% to 10%	<ul style="list-style-type: none"> • The beginning of a systematic approach to basic purposes of the category/item. • Category criteria are addressed in a few programs, services, activities, and processes. • Major implementation gaps exist that inhibit progress in achieving the basic purpose of category/item. • Clear evidence of excellence and continuous improvement in a few areas of the organization and its culture. 	<ul style="list-style-type: none"> • Outcomes and achievements are documented in a few areas related to the various EHE categories. • Evidence of positive results and improvements in a few areas. • Minimal trend or comparative information.
0%	<ul style="list-style-type: none"> • No systematic approach to category/items; anecdotal information on approach and implementation; not part of the culture of the organization. 	<ul style="list-style-type: none"> • No documented results or poor results. • No documented comparisons.



FORM B. EXCELLENCE IN HIGHER EDUCATION RATING SHEET

CATEGORIES

1.0
Leadership

2.0
Purposes
& Plans

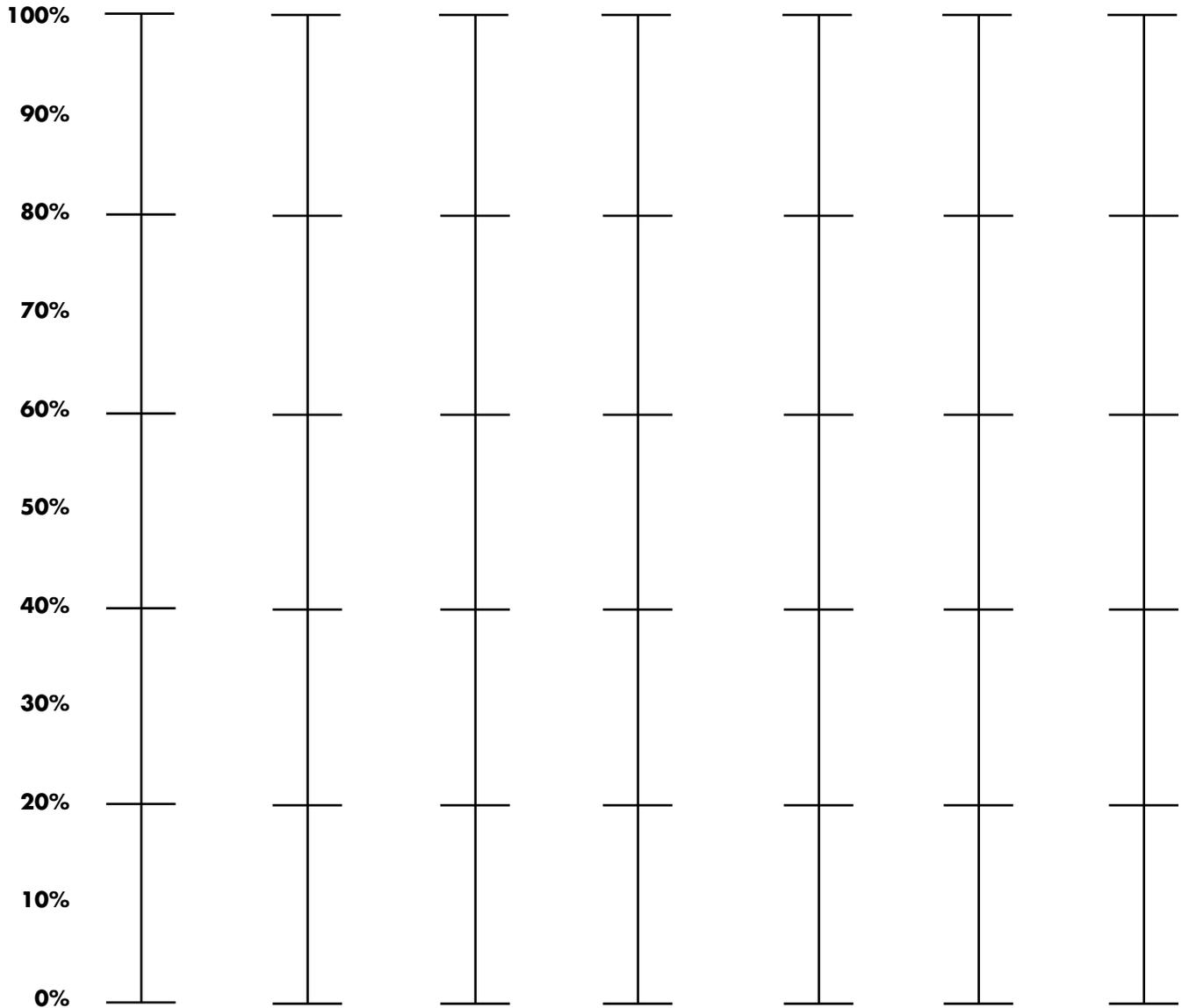
3.0
Beneficiaries &
Constituencies

4.0
Programs &
Services

5.0
Faculty/Staff
& Workplace

6.0
Assessment &
Information Use

7.0
Outcomes &
Achievements



FORM C. 3.0 BENEFICIARIES AND CONSTITUENCIES SCORING FORM**Scoring: 3.0 Beneficiaries and Constituencies**
(85 pts.)

Rating

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

$$\frac{\text{Weighted Total}^*}{\text{\# Voting}} = \frac{\text{Average \%}}{\text{}} \times 85 \text{ Points} = \text{SCORE}$$

* The *weighted total* is the number of tallies in each column multiplied by the respective percentage score, and summed across the columns.

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FORM D. 2.0 PURPOSES AND PLANS SCORING FORM**Scoring: 2.0 Purposes and Plans** (85 pts.)

Rating

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

$$\frac{\text{Weighted Total}^*}{\text{\# Voting}} = \frac{\text{Average \%}}{\text{}} \times 85 \text{ Points} = \text{SCORE}$$

* The *weighted total* is the number of tallies in each column multiplied by the respective percentage score, and summed across the columns.

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FORM E. 1.0 LEADERSHIP SCORING FORM

Scoring: 1.0 Leadership (120 pts.)

Rating

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

$$\frac{\text{Weighted Total}^*}{\text{\# Voting}} = \frac{\text{Average \%}}{\text{Average \%}} \times 120 \text{ Points} = \text{SCORE}$$

* The *weighted total* is the number of tallies in each column multiplied by the respective percentage score, and summed across the columns.

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FORM F. 4.0 PROGRAMS AND SERVICES SCORING FORM

Scoring: 4.0 Programs and Services (85 pts.)

Rating

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

$$\frac{\text{Weighted Total}^*}{\text{\# Voting}} = \frac{\text{Average \%}}{\text{Average \%}} \times 85 \text{ Points} = \text{SCORE}$$

* The *weighted total* is the number of tallies in each column multiplied by the respective percentage score, and summed across the columns.

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FORM G. 5.0 FACULTY/STAFF AND WORKPLACE SCORING FORM

Scoring: 5.0 Faculty/Staff and Workplace (85 pts.)

Rating

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

$$\frac{\text{Weighted Total}^*}{\text{\# Voting}} = \frac{\text{Average \%}}{\text{Average \%}} \times 85 = \text{SCORE}$$

* The *weighted total* is the number of tallies in each column multiplied by the respective percentage score, and summed across the columns.

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FORM H. 6.0 ASSESSMENT AND INFORMATION USE SCORING FORM

**Scoring—
6.0 Assessment and Information Use (90 pts.)**

Rating

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

$$\frac{\text{Weighted Total}^*}{\text{\# Voting}} = \frac{\text{Average \%}}{\text{Average \%}} \times 90 = \text{SCORE}$$

* The *weighted total* is the number of tallies in each column multiplied by the respective percentage score, and summed across the columns.

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FORM I. 7.0 OUTCOMES AND ACHIEVEMENTS SCORING FORM

**Scoring—
7.0 Outcomes and Achievements (450 pts.)**

Rating

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

$$\frac{\text{Weighted Total}}{\text{\# Voting}} = \frac{\text{Average \%}}{\text{}} \times 450 \text{ Points} = \text{SCORE}$$

* The *weighted total* is the number of tallies in each column multiplied by the respective percentage score, and summed across the columns.



FORM I. 7.0 OUTCOMES AND ACHIEVEMENTS SCORING FORM

CATEGORIES AND ITEMS	MAXIMUM POINTS	PERCENT ACHIEVED	ITEM SCORE	CATEGORY SCORE
1.0 Leadership				
1.1 Organizational Leadership	80	_____	_____	
1.2 Public and Professional Leadership	20	_____	_____	
1.3 Ethics and Social Responsibility	20	_____	_____	
Category Total	120			_____
2.0 Strategic Planning				
2.1 Plan Development	40	_____	_____	
2.2 Plan Implementation	45	_____	_____	
Category Total	85			_____
3.0 Beneficiaries and Constituencies				
3.1 Needs and Expectations	40	_____	_____	
3.2 Relationship Enhancement	45	_____	_____	
Category Total	85			_____
4.0 Programs and Services				
4.1 Mission-Critical Programs, Services, and Processes	60	_____	_____	
4.2 Operational and Support Services and Processes	25	_____	_____	
Category Total	85			_____
5.0 Faculty/Staff and Workplace Focus				
5.1 Faculty and Staff	45	_____	_____	
5.2 Workplace	40	_____	_____	
Category Total	85			_____
6.0 Assessment and Information Use				
6.1 Assessment Approach and Methods	45	_____	_____	
6.2 Comparative Analysis	20	_____	_____	
6.3 Information Sharing and Use	25	_____	_____	
Category Total	90			_____
7.0 Outcomes and Achievements				
7.1 Leadership	55	_____	_____	
7.2 Strategic Planning	35	_____	_____	
7.3 Beneficiaries and Constituencies	85	_____	_____	
7.4 Programs and Services	175	_____	_____	
7.5 Faculty, Staff, and Workplace	65	_____	_____	
7.6 Assessment and Information Use	35	_____	_____	
Category Total	450			_____
OVERALL TOTAL	1,000			_____



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