CCTI
College and Career Transitions Initiative

Institutional Assessment and Sustainability
Postsecondary School Self Assessment Rubric

SELF ASSESSMENT RUBRIC FOR INSTITUTIONALIZATION

DIMENSION I: PHILOSOPHY AND MISSION

The primary component of College and Career Transitions (CCT) institutionalization is the development of a campus-wide definition for CCT that provides meaning, focus, and emphasis for the CCT effort. How narrowly or broadly CCT is defined on your campus will effect which campus constituents participate/do not participate, which campus units will provide financial resources and other support, and the degree to which CCT will become part of the campus' institutional fabric.

	STAGE ONE *Critical Mass Building*	STAGE TWO *Quality Building*	STAGE THREE *Sustained Institutionalization*	CCTI College Site Status
DEFINITION of College and Career Transitions	There is no campus-wide definition of CCT. The term is used to describe a variety of college services and activities.	There is an operational zed definition for CCT on the campus, but there is some variance and inconsistency in the use of the term.	The institution has a formal, universally accepted definition for high quality CCT that is used consistently to operationalize many or most aspects of CCT on campus.	
ALIGNMENT WITH COLLEGE'S PLANNING	CCT is not included in or aligned with the college's strategic plan.	Aspects of CCT have been included in and aligned with the college's strategic plan.	CCT has been included in and/or aligned with the college's strategic plan.	
ALIGNMENT WITH INSTITUTIONAL MISSION	While CCT compliments many aspects of the institution's mission, it remains on the periphery of the campus. CCT is rarely included in larger efforts that focus on the core mission of the institution.	CCT is often mentioned as a primary or important part of the institution's mission, but CCT is not included in the campus' official mission or strategic plan.	CCT is part of the primary concern of the institution. CCT is included in the campus' official mission and/or strategic plan.	
ALIGNMENT WITH EDUCATIONAL REFORM EFFORTS	CCT stands alone and is not tied to other important, high profile efforts on the campus (e.g., campus/community partnership efforts, high school linkages, alternative education including drop-outs, adult education, articulations between 2- and 4-year post secondary institutions, etc.).	CCT is tied loosely or informally to other important, high profile efforts on the campus (e.g., campus/community partnership efforts, high school linkages, alternative education including drop-outs, adult education, articulations between 2- and 4-year post secondary institutions, etc.).	CCT is tied formally and purposefully to other important, high profile efforts on the campus (e.g., campus/community partnership efforts, high school linkages, alternative education including drop-outs, adult education, articulations between 2- and 4-year post secondary institutions, etc.).	

DIMENSION II: FACULTY/ STAFF SUPPORT AND INVOLVEMENT

	STAGE ONE *Critical Mass Building*	STAGE TWO *Quality Building*	STAGE THREE *Sustained Institutionalization*	CCTI College Site Status
FACULTY AND STAFF AWARENESS	Very few faculty and staff know about or demonstrate an understanding of CCT.	An adequate number of faculty and staff know about or demonstrate an understanding of CCT.	A substantial number of faculty and staff know about or demonstrate an understanding of CCT.	
FACULTY AND STAFF INVOLVEMENT & SUPPORT	Very few faculty and staff actively advocate, support, or participate in CCT.	An adequate number of faculty and staff are supportive of CCT. Of those, few are advocates or active participants in CCT.	A substantial number of faculty and staff actively advocate, support, and participate in CCT.	
FACULTY ANDSTAFF LEADERSHIP	Very few influential faculty and staff provide leadership for advancing CCT.	An adequate number of influential faculty and staff provide leadership for advancing CCT.	A substantial number of influential faculty and staff provide leadership for advancing CCT.	
FACULTY ANDSTAFF INCENTIVES & REWARDS	In general, faculty and staff are not encouraged to support, advocate, and participate in CCT. Few, if any, incentives are provided and efforts are not recognized during review, tenure, or promotion process.	In general, faculty and staff are encouraged to support, advocate, and participate in CCT. Various incentives are provided. However, efforts are not always recognized during review, tenure, or promotion process.	In general, faculty and staff are strongly encouraged to support, advocate, and participate in CCT. Various incentives are provided. Efforts are consistently recognized during review, tenure, and promotion process.	
PROGRAM ENHANCMENT & IMPROVEMENT	Faculty engagement contributing to program improvement and enhanced student performance are not recognized, encouraged or supported by the institution.	Faculty engagement contributing to program improvement and enhanced student performance is recognized by some segments of the institution.	Faculty engagement contributing to program improvement and enhanced student performance is integrated into the institution and recognized at the leadership level.	

DIMENSION III: STUDENT SUPPORT AND INVOLVEMENT THROUGH INSTITUTIONAL SYSTEMS

	STAGE ONE *Critical Mass Building*	STAGE TWO *Quality Building*	STAGE THREE *Sustained Institutionalization*	CCTI College Site Status
STUDENT AWARENESS	There **are few** campus-wide mechanism for informing all students about College and Career Transitions (CCT) programs, i.e.: from high school to college, college to career, adult entry/re-entry and subsequent transitions to the work-place	While there are some mechanisms and individuals involved in informing all students about CCT, there is no comprehensive and consistent process in place to communicate this information.	There are campus-wide, coordinated mechanisms / structure / offices in place that informs all students about CCT opportunities, including information on career pathways, career guidance, career awareness, and career placements	
STUDENT OPPORTUNITIES	Few CCT pathways are in place for students to move from college programs to a meaningful career of their choosing.	CCT pathways are in place in a select few academic fields and career areas.	CCT pathways are in place for a majority of the programs offered by the college, and jobs and careers most in demand in the region.	
STUDENT INVOLVEMENT AND PARTICIPATION	Very few students are involved in CCT pathways. *(Do we need to include the transition services/functions as well as the curricular pathways?)*	Limited numbers of students are participating in the CCT pathways. *(Is it worthwhile to capture the notion of cohort groups as well as individual students across the board?)*	Many students are taking advantage of CCT opportunities.	
STUDENT INCENTIVES AND REWARDS **Suggestion made to change to:** **EXPANDED LEARNING EXPERIENCES AND ENRICHMENT ACTIVITIES**	The campus has **few** incentives in place for students to pursue CCT opportunities; such as **program** pathways; scholarships; earning experiential, dual or transfer credits; participation in student clubs, organizations, **work-based learning opportunities, Bridge programs, etc.**	Incentives for students' participation CCT are limited to select programs and a limited number of industry sectors. Students have to make special effort to learn about these resources by contacting individuals and offices. Such information is disseminated in an inconsistent and in a sporadic manner.	The campus has a complete list of incentives available to and accessed by students that is communicated through print and electronic media, including a designated (interactive) web site for students to take advantage of various opportunities such as program pathways; scholarships; earning experiential, dual or transfer credits; participation in student clubs, organizations, **work-based learning opportunities, Bridge programs, etc.**	

DIMENSION IV: COMMUNITY PARTICIPATION AND PARTNERSHIPS

An important element for CCT institutionalization is the degree to which the campus nurtures community partnerships that include the K-12 system, colleges and universities, business and industry, community, state and governing agencies. These partnerships are based on a culture of collaboration, trust and shared leadership focused on student transition and success.

	STAGE ONE *Critical Mass Building*	STAGE TWO *Quality Building*	STAGE THREE *Sustained Institutionalization*	**CCTI College Site Status**
COMMUNITY PARTNER AWARENESS	Few, if any of the community partners are aware of the College's CCT goals for student transition and success and how they can participate and contribute.	Some community partners are aware of the College's CCT goals for student transition and success and understand how they can participate and contribute.	Most community partners are aware of the College's CCT goals for student transition and success and understand how they can participate and contribute.	
MUTUAL UNDERSTANDING	There is little or no understanding between the College and the community partners regarding each other's culture, needs, timelines, required outcomes, opportunities for leveraging resources and capacity for contributing to the goals of CCT.	There is some understanding between the College and the community partners regarding each other's culture, needs, timelines, required outcomes, opportunities for leveraging resources and capacity for contributing to the goals of CCT.	Both the College and community partners are aware of and sensitive to each other's culture, needs, timelines, required outcomes, opportunities for leveraging resources and capacity for contributing to the goals of CCT	
COMMUNITY PARTNER INVOLVEMENT AND LEADERSHIP	The College facilitates few, if any, opportunities for community partners to become involved in and provide leadership to CCT. Few, if any community partners are actively engaged in CCT.	The College facilitates limited opportunities for community partners to become involved in and provide leadership to CCT. Some community partners are actively engaged in CCT.	The College facilitates many opportunities for community partners to become substantially involved in and provide leadership to CCT. Many community partners are actively engaged in CCT.	
BUSINESS/INDUSTRY AWARENESS				
BUSINESS/INDUSTRY UNDERSTANDING				
BUSINESS INVOLVEMENT				

DIMENSION V: INSTITUTIONAL SUPPORT

	STAGE ONE *Critical Mass Building*	STAGE TWO *Quality Building*	STAGE THREE *Sustained Institutionalization*	CCTI College Site Status
COORDINATING ENTITY	There is no college-/campus-wide coordinating entity (e.g., committee, office, division, department) that is devoted to assisting the various constituencies in the implementation, advancement, and institutionalization of college and career transition functions.	There is a coordinating entity (e.g., committee, office, division, department) for the campus/college, but the entity either does not achieve full coordination of college and career transition functions. **(Suggestion made to delete remainder of sentence: or does not provide services to all constituencies or all parts of the campus/college)**	The institution maintains coordinating entity (e.g., committee, office, division, department) that is devoted primarily to assisting the various college/campus constituencies in the implementation, advancement, and institutionalization of college and career transition functions.	
POLICY-MAKING ENTITY	The institution's policy-making board(s)/committee(s) do not recognize college and career transitions as an essential goal for the college/campus.	The institution's policy-making board(s)/committee(s) recognize college and career transitions as an essential goal for the college/campus, but no formal policies have been developed.	The institution's policy-making board(s)/committee(s) recognize college and career transitions as an essential goal for the college/campus, and formal policies have been developed and implemented.	
STAFFING	There are no staff/faculty members on campus whose primary paid responsibility is to advance and institutionalize college and career transition functions on the campus.	There is an appropriate number of staff/faculty members on campus who understand college and career transitions fully and/or hold appropriate titles that can influence the advancement and institutionalization of college and career transition functions on the campus; however, their appointments are temporary or paid from external grant funds, or CCT functions are not their primary responsibilities.	The campus houses and funds an appropriate number of permanent staff members who understand college and career transitions and who hold appropriate titles that influence the advancement and institutionalization of college and career transitions.	
FUNDING	The campus' college and career transitions functions are supported primarily by soft money (short-term grants) from sources outside the institution.	The campus' college and career transitions functions are supported by both soft money (short-term grants) from sources outside the institution as well as hard money from the institution.	The campus' college and career transitions functions are supported primarily by hard funding from the college/campus.	
ADMINISTRATIVE SUPPORT	The college's/campus' CEO and other administrative leaders have little or no understanding of college and career transitions functions and no recognition of its importance.	The college's/campus' CEO and other administrative leaders have a clear understanding of college and career transitions **(Suggestion made to delete remainder of sentence: but they do little to make college and career transitions a visible and important part of the college's/campus' work)**	The college's/campus' CEO and other administrative leaders understand college and career transitions and aggressively support making transition functions a more visible and important part of the college's/campus' work.	

EVALUATION & ASSESSMENT **Suggestion: change to** **DATA COLLECTION**	There is no organized, college-/campus-wide effort underway to account for the successful transition functions taking place.	An initiative to account for successful transition functions is in place throughout the college/campus. Assessment is occurring within specific programs but is not systemic.	An ongoing, systematic effort is in place to account for successful transition functions occurring throughout the college/campus.	
EVALUATION AND ASSESSMENT	**There is no organized campus-wide effort to assess and evaluate pathway efforts, transition strategies and continuous improvement.**	**An initiative to assess and evaluate pathway efforts, transition strategies and continuous improvement plans are in specific programs but are not systemic.**	**An on-going systematic effort is in place to assess and evaluate pathway efforts and transition strategies and continuous improvement plans are in place and systemic.**	