

IDEA Student Ratings of Instruction (SRI) System

Alignment with NEASC Standards (July 2016 version)*



Standard		Substandard	NEASC Standard #	IDEA Item #	SRI Instruments and Items
1. Mission and Purposes	(no subheading)	1.3 ...Consistent with its mission, the institution endeavors to enhance the communities it serves	1.3	12	Created opportunities for students to apply course content outside the classroom
				31	Learning to apply knowledge and skills to benefit others or serve the public good
		1.4 ...Specific objectives, reflective of the institution's overall mission and purposes, are developed by the institution's individual units.	1.4	SRI system	<i>Student Ratings of Instruction System—USR and Aggregate data can be used to provide evidence of student learning where IDEA Learning Objectives align with departmental and Institutional goals</i>
2. Planning and Evaluation	(no subheading)	2.1 Planning and evaluation are systematic, comprehensive, broad-based, integrate, and appropriate to the institution. They involve the participation of individuals and groups responsible for the achievement of institutional purposes. Results of planning and evaluation are regularly communicated to appropriate institutional constituencies. The institution allocates sufficient resources for its planning and evaluation efforts.	2.1	SRI (FSC/FSA)	<i>Student Ratings of Instruction, Feedback System for Chairs and Feedback System for Administrators</i>
		2.2 Institutional research is sufficient to support planning and evaluation. The institution systematically collects and uses data necessary to support its planning efforts and to enhance institutional effectiveness.	2.2	SRI (FSC/FSA)	<i>Student Ratings of Instruction, Feedback System for Chairs and Feedback System for Administrators</i>
	Evaluation	2.6 The institution regularly and systematically evaluates the achievement of its mission and purposes, giving primary focus to the realization of its educational objectives. Its system of evaluation is designed to provide relevant and trustworthy information to support institutional improvement, with an emphasis on the academic program. The institution's evaluation efforts are effective for addressing its unique circumstances. These efforts use both quantitative and qualitative methods.	2.5	SRI (FSC/FSA)	<i>Student Ratings of Instruction, Feedback System for Chairs and Feedback System for Administrators</i>

* Links to the [NEASC Standards](#) and [IDEA Instruments](#)

IDEA SRI System Alignment with NEASC Standards (July 2016 version)

Standard		Substandard	NEASC Standard #	IDEA Item #	SRI Instruments and Items
2. Planning and Evaluation (cont.)	Evaluation	2.7 The institution's principal evaluation focus is the quality, integrity, and effectiveness of its academic programs. Evaluation endeavors and systematic assessment are demonstrably effective in the improvement of academic offerings, student learning, and the student experience. Systematic feedback from students , former students, and other relevant constituencies is a demonstrable factor in institutional improvement.	2.7	SRI System	Student Ratings of Instruction System
		4.2 The institution publishes the learning goals and requirements for each program. Such goals include the knowledge, intellectual and academic skills, competencies, and methods of inquiry to be acquired. In addition, if relevant to the program, goals include creative abilities and values to be developed and specific career-preparation practices to be mastered.	4.2	SRI System	Student Ratings of instruction System— Learning Objectives
4. The Academic Program	(no subheading)	4.3 Programs leading to degrees or other awards have a coherent design and are characterized by appropriate breadth, depth, continuity, sequential progression, and synthesis of learning. Coherence is demonstrated through learning goals, structure, and content; policies and procedures for admission, retention, and completion; instructional methods and procedures; and the nature, quality, and extent of student learning and achievement.	4.3	SRI system	Student Ratings of Instruction System—all items, particularly Teaching Methods and Learning Objectives
		4.5 Through its system of academic administration and faculty participation, the institution demonstrates an effective system of academic oversight, assuring the quality of the academic program wherever and however it is offered.	4.5	SRI System	Student Ratings of instruction System—including individual course reports, USR, and Aggregate data
	Assuring Academic Quality				

IDEA SRI System Alignment with NEASC Standards (July 2016 version)

Standard		Substandard	NEASC Standard #	IDEA Item #	SRI Instruments and Items
4. The Academic Program (cont.)	Assuring Academic Quality (cont.)	4.6 The institution develops, approves, administers, and on a regular cycle reviews its academic programs under institutional policies that are implemented by designated bodies with established channels of communication and control. Review of academic programs includes evidence of student success and program effectiveness and incorporates an external perspective. Faculty have a substantive voice in these matters.	4.6	SRI System	Student Ratings of instruction System—including individual course reports, USR, and Aggregate data
		4.7 The institution undertakes academic planning and evaluation as part of its overall planning and evaluation to enhance the achievement of institutional mission and program objectives. These activities are realistic and take into account stated goals and available resources. Additions and deletions of programs are consistent with institutional mission and capacity, faculty expertise, student needs, and the availability of sufficient resources required for the development and improvement of academic programs. The institution allocates resources on the basis of its academic planning, needs, and objectives.	4.7		
		4.11 Students completing an undergraduate or graduate degree program demonstrate collegiate-level skills in the English language.	4.11	8	Developing skill in expressing myself orally or in writing
		4.12 Expectations for student achievement, independent learning, information literacy, skills in inquiry, and critical judgment are appropriate to the subject matter and degree level and in keeping with generally accepted practice.	4.12	1	Found ways to help students answer their own questions
9	Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding				

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Standard		Substandard	NEASC Standard #	IDEA Item #	SRI Instruments and Items	
4. The Academic Program (cont.)	<i>Assuring Academic Quality (cont.)</i>	4.12 Expectations for student achievement, independent learning, information literacy, skills in inquiry, and critical judgment are appropriate to the subject matter and degree level and in keeping with generally accepted practice. (cont.)	4.12 (cont.)	18	Gave projects, tests, or assignments that required original or creative thinking	
				28	Learning how to find, evaluate, and use resources to explore a topic in depth	
				30	Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	
				32	Learning appropriate methods for collecting, analyzing, and interpreting numerical information	
	<i>Undergraduate Degree Programs</i>	4.13 Undergraduate degree programs are designed to give students a substantial and coherent introduction to the broad areas of human knowledge, their theories and methods of inquiry, plus in-depth mastery of at least one disciplinary or interdisciplinary area	4.13	SRI System	Refer to IDEA alignment with AAC&U LEAP Student Learning Outcomes	
					4.15 Graduates successfully completing an undergraduate program demonstrate competence in written and oral communication in English; the ability for scientific and quantitative reasoning, for critical analysis and logical thinking; and the capability for continuing learning, including the skills of information literacy. They also demonstrate knowledge and understanding of scientific, historical, and social phenomena, and a knowledge and appreciation of the aesthetic and ethical dimensions of humankind.	4.15
		21	21. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures			
		22	22. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)			
		23	23. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course			

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Standard		Substandard	NEASC Standard #	IDEA Item #	SRI Instruments and Items
4. The Academic Program (cont.)	<i>Undergraduate Degree Programs (cont.)</i>	4.15 Graduates successfully completing an undergraduate program demonstrate competence in written and oral communication in English; the ability for scientific and quantitative reasoning, for critical analysis and logical thinking; and the capability for continuing learning, including the skills of information literacy. They also demonstrate knowledge and understanding of scientific, historical, and social phenomena, and a knowledge and appreciation of the aesthetic and ethical dimensions of humankind. (cont.)	4.15	24	24. Acquiring skills in working with others as a member of a team
				25	25. Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)
				26	26. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
				27	27. Developing skill in expressing myself orally or in writing
				28	28. Learning how to find, evaluate, and use resources to explore a topic in depth
				29	29. Developing ethical reasoning and/or ethical decision making
				30	30. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view
				31	31. Learning to apply knowledge and skills to benefit others or serve the public good
	32	32. Learning appropriate methods for collecting, analyzing, and interpreting numerical information			
	<i>General Education</i>	4.16 The general education requirement is coherent and substantive. It embodies the institution's definition of an educated person and prepares students for the world in which they will live. The requirement informs the design of all general education courses, and provides criteria for its evaluation, including the assessment of what students learn.	4.19	<i>SRI System</i>	Student Ratings of instruction System– Learning Objectives

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Standard		Substandard	NEASC Standard #	IDEA Item #	SRI Instruments and Items
4. The Academic Program (cont.)	General Education (cont.)	4.17 The general education requirement in each undergraduate program ensures adequate breadth for all degree-seeking students by showing a balanced regard for what are traditionally referred to as the arts and humanities, the sciences including mathematics, and the social sciences. General education requirements include offerings that focus on the subject matter and methodologies of these three primary domains of knowledge as well as on their relationships to one another.	4.19	SRI System	Student Ratings of Instruction System
	The Major Concentration	4.19 ... For programs designed to provide professional training, an effective relationship exists between curricular content or competencies and effective practice in the field of specialization. Graduates demonstrate an in-depth understanding of an area of knowledge or practice, its principal information resources, and its interrelatedness with other areas.	4.19	11	Related course material to real life situations
				12	Created opportunities for students to apply course content outside the classroom
				13	Introduced stimulating ideas about the subject
				14	Involved students in hands-on projects such as research, case studies, or real life activities
				16	Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
				20	Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
				21	Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
				22	Learning to apply course material (to improve thinking, problem solving, and decisions)
				23	Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

IDEA SRI System Alignment with NEASC Standards (July 2016 version)

Standard		Substandard	NEASC Standard #	IDEA Item #	SRI Instruments and Items
4. The Academic Program (cont.)	<i>Graduate Degree Programs</i>	4.26 Professional, performance, or practice-oriented programs at the doctoral or master’s degree levels are designed to prepare students for professional careers involving the application or transmission of existing knowledge or the development of new applications of knowledge within their field. Such programs afford the student a broad conceptual mastery of the field of professional practice through an understanding of its subject matter, literature, theory, and methods. They seek to develop the capacity to identify, evaluate, interpret, organize, and communicate knowledge, and to develop those analytical and professional skills needed to practice in and advance the profession. Instruction in relevant research methodology is provided, directed toward the appropriate application of its results as a regular part of professional practice. Programs include the sequential development of professional skills that will result in competent practitioners. Where there is a hierarchy of degrees within an area of professional study, programs differ by level as reflected in the expected sophistication, knowledge, and capacity for leadership within the profession by graduates.	4.26	3	Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)
				4	Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
				5	Acquiring skills in working with others as a member of a team
6. Teaching, Learning, and Scholarship	<i>Teaching and Learning</i>	6.15 The content and methods of instruction meet generally accepted academic and professional standards and expectations, and considerations of educational improvement are informed by a shared understanding of what and how students are learning in their academic program.	6.15	<i>SRI System</i>	Student Ratings of instruction System—including individual course reports, USR, and Aggregate data

IDEA SRI System Alignment with NEASC Standards (July 2016 version)

Standard		Substandard	NEASC Standard #	IDEA Item #	SRI Instruments and Items
6. Teaching, Learning, and Scholarship (cont.)	<i>Teaching and Learning (cont.)</i>	6.16 Instructional techniques and delivery systems are compatible with and serve to further the mission and purposes of the institution as well as the learning goals of academic programs and objectives of individual courses. Methods of instruction are appropriate to the students' capabilities and learning needs.	6.16	<i>SRI System</i>	Student Ratings of Instruction System- all items, particularly Teaching Methods
		6.17 The institution endeavors to enhance the quality of teaching and learning wherever and however courses and programs are offered. It encourages experimentation to improve instruction. The effectiveness of instruction is periodically and systematically assessed using valid procedures; the results are used to improve instruction. Faculty and academic staff accept their responsibility to improve instructional effectiveness. Adequate support is provided to accomplish this task	6.17	<i>SRI System</i>	Student Ratings of instruction System- philosophy is to improve teaching and learning, and to provide feedback on teaching methods as well as provide faculty development
		6.20 Consistent with its mission and purposes, the institution provides support for scholarship, research, and creative activities. Faculty and students undertake research to an extent reflective of the level and nature of the degrees awarded. Policies and procedures related to research are communicated throughout the institution.	6.20	9	Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding
8. Educational Effectiveness	<i>(no subheading)</i>	8.5 The institution uses a variety of quantitative and qualitative methods and direct and indirect measures to understand the experiences and learning outcomes of its students, employing external perspectives including, as appropriate, benchmarks and peer comparisons.	8.50	<i>SRI System</i>	Student Ratings of Instruction System
		8.7 The institution uses additional quantitative measures of success, such as further education, civic participation, religious formation, and others, as appropriate to its mission, to understand the success of its recent graduates. Information from students and former students is regularly considered. (See also 2.2, 9.24)	8.70	<i>SRI System</i>	Student Ratings of Instruction System (student voice)

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Standard		Substandard	NEASC Standard #	IDEA Item #	SRI Instruments and Items
8. Educational Effectiveness (cont.)	<i>(no subheading)</i>	8.8 The results of assessment and quantitative measures of student success are a demonstrable factor in the institution's efforts to improve the learning opportunities and results for students.	8.80	<i>SRI System</i>	Student Ratings of Instruction System (faculty development, longitudinal tracking of course data to demonstrate progress on relevant objectives over time)
		8.10 The institution integrates the findings of its assessment process and measures of student success into its program evaluation activities and uses the findings to inform its planning and resource allocation and to establish claims the institution makes to students and prospective students.	8.10	<i>SRI System</i>	Student Ratings of instruction System- USR and Aggregate data analysis used for planning and resource allocation

IDEA Administrator and Chair Feedback Alignment with NEASC Standards (July 2016 Version)*

Standard		Substandard	NEASC Standard #	IDEA Item #	Administrator (FSA) and Chair (FSC/C) Feedback System
2. Planning and Evaluation	(no subheading)	2.1 Planning and evaluation are systematic, comprehensive, broad-based, integrate, and appropriate to the institution. They involve the participation of individuals and groups responsible for the achievement of institutional purposes. Results of planning and evaluation are regularly communicated to appropriate institutional constituencies. The institution allocates sufficient resources for its planning and evaluation efforts.	2.1	FSC/FSA (SRI)	Student Ratings of Instruction, Feedback System for Chairs and Feedback System for Administrators
		2.2 Institutional research is sufficient to support planning and evaluation. The institution systematically collects and uses data necessary to support its planning efforts and to enhance institutional effectiveness.	2.2	FSC/FSA (SRI)	Student Ratings of Instruction, Feedback System for Chairs and Feedback System for Administrators
	Planning	2.3 The institution plans beyond a short-term horizon, including strategic planning that involves realistic analyses of internal and external opportunities and constraints. It plans for and responds to financial and other contingencies, establishes feasible priorities, and develops a realistic course of action to achieve identified objectives. Institutional decision-making, particularly the allocation of resources, is consistent with planning priorities.	2.2.3	C-1	Attending to essential administrative tasks (e.g., class scheduling, staffing, finances/budgeting, facilities)
				C-4	Leading in establishing a monitoring progress on annual or biannual department goals
				C-7	Communicating the department's needs (e.g., personnel, space, monetary, technology) to the dean and other appropriate administrators
				C-10	Guiding the development of a sound long-range plan to carry out departmental programs
				C-36	Make sound suggestions for developing/changing departmental directions/priorities

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IDEA Administrator and Chair Feedback Systems Alignment with NEASC Standards (July 2016 Version)

Standard		Substandard	NEASC Standard #	IDEA Item #	Administrator (FSA) and Chair (FSC/C) Feedback System
2. Planning and Evaluation (cont.)	Evaluation	2.6 The institution regularly and systematically evaluates the achievement of its mission and purposes, giving primary focus to the realization of its educational objectives. Its system of evaluation is designed to provide relevant and trustworthy information to support institutional improvement, with an emphasis on the academic program. The institution's evaluation efforts are effective for addressing its unique circumstances. These efforts use both quantitative and qualitative methods.	2.5	FSA/ FSC (SRI)	Student Ratings of Instruction, Feedback System for Chairs and Feedback System for Administrators
		3. Organization and Governance	(no subheading)	3.2 The institution's organizational structure, decision-making processes, and policies are clear and consistent with its mission and support institutional effectiveness. The institution's system of governance involves the participation of all appropriate constituencies and includes regular communication among them.	3.3.2
C-14	Ensuring that new faculty and staff are acquainted with departmental procedures, priorities, and expectations				
C-15	Clearly communicating expectations of the campus administration to the faculty				
C-36	Make sound suggestions for developing/changing departmental directions/priorities				
C-47	Make sure your part in the department is understood by all members				
C-49	Maintain definite standards of performance				
Internal Governance	3.13 In accordance with established institutional mechanisms and procedures, the chief executive officer and senior administrators consult with faculty, students, other administrators, and staff, and are appropriately responsive to their concerns, needs, and initiatives. The institution's internal governance provides for the appropriate participation of its constituencies, promotes communications, and effectively advances the quality of the institution.		3.13	FSA/ FSC	Feedback System for Chairs and Feedback System for Administrators provides evidence that voices of constituencies are sought

IDEA Administrator and Chair Feedback Systems Alignment with NEASC Standards (July 2016 Version)

Standard		Substandard	NEASC Standard #	IDEA Item #	Administrator (FSA) and Chair (FSC/C) Feedback System
4. The Academic Program	(no subheading)	4.4 ...The institution provides sufficient resources to sustain and improve its academic programs	4.4	C-1	Attending to essential administrative tasks (e.g., class scheduling, staffing, finances/budgeting, facilities)
				C-21	Actively supporting student recruitment and retention efforts
				C-33	Allocate faculty responsibilities in an effective and equitable manner
				C-40	See to it that faculty members are working up to capacity
				C-49	Maintain definite standards of performance
	Assuring Academic Quality	4.7 The institution undertakes academic planning and evaluation as part of its overall planning and evaluation to enhance the achievement of institutional mission and program objectives. These activities are realistic and take into account stated goals and available resources. Additions and deletions of programs are consistent with institutional mission and capacity, faculty expertise, student needs, and the availability of sufficient resources required for the development and improvement of academic programs. The institution allocates resources on the basis of its academic planning, needs, and objectives.	4.7	C-1	Attending to essential administrative tasks (e.g., class scheduling, staffing, finances/budgeting, facilities)
				C-10	Guiding the development of a sound long-range plan to carry out departmental programs
				C-36	Make sound suggestions for developing/changing departmental directions/priorities
				C-37	Effectively advocate for departmental interests to higher authorities
5. Students	Admissions	5.5 The institution utilizes appropriate methods of evaluation to assess student readiness for collegiate study and provides services sufficient to serve the needs of students admitted.	5.5	C-21	Actively supporting student recruitment and retention efforts

IDEA Administrator and Chair Feedback Systems Alignment with NEASC Standards (July 2016 Version)

Standard	Substandard	NEASC Standard #	IDEA Item #	Administrator (FSA) and Chair (FSC/C) Feedback System	
<p>6. Teaching, Learning, and Scholarship</p>	<p><i>Faculty and Academic Staff</i></p>	<p>6.1 Faculty categories (e.g., full-time, part-time, clinical, research, adjunct) are clearly defined by the institution as is the role of each category in fulfilling the institution’s mission. All faculty are appropriately integrated into the department and institution and have appropriate opportunities for professional development. Where teaching assistants are employed, the institution carefully selects, trains, supervises, and evaluates them. The composition of the faculty reflects the institution’s mission, programs, and student body and is periodically reviewed. The institution’s use of all categories of faculty and teaching assistants to conduct instruction is regularly assessed, properly overseen, and consistent with its mission.</p>	6.1	C-13	<p>Ensuring that new faculty and staff are acquainted with departmental procedures, priorities, and expectations</p>
			6.1	C-5	<p>Guiding the development of sound procedures for assessing faculty performance</p>
			6.1	C-42	<p>Let faculty members know what is expected of them</p>
		<p>6.2 There are an adequate number of faculty and academic staff, including librarians, advisors, and instructional designers, whose time commitment to the institution is sufficient to assure the accomplishment of class and out-of-class responsibilities essential for the fulfillment of institutional mission and purposes. Responsibilities include instruction, accessibility to students, and the systematic understanding of effective teaching/learning processes and outcomes in courses and programs for which they share responsibility; additional duties may include, e.g., student advisement, academic planning, and participation in policy-making, course and curricular development, research, and institutional governance.</p>	6.2	C-33	<p>Allocate faculty responsibilities in an effective and equitable manner</p>
		<p>6.4 The institution employs an open and orderly process for recruiting and appointing its faculty. Faculty participate in the search process for continuing members of the instructional staff.</p>	6.4	C-6	<p>Facilitating successful recruitment and selection of promising faculty</p>

IDEA Administrator and Chair Feedback Systems Alignment with NEASC Standards (July 2016 Version)

Standard		Substandard	NEASC Standard #	IDEA Item #	Administrator (FSA) and Chair (FSC/C) Feedback System
6. Teaching, Learning, and Scholarship (cont.)	Faculty and Academic Staff (cont.)	6.5 The institution ensures equal employment opportunity consistent with legal requirements and any other dimensions of its choosing; compatible with its mission and purposes, it addresses its own goals for the achievement of diversity among its faculty and academic staff. Hiring reflects the effectiveness of this process and results in a variety of academic and professional backgrounds, training, and experience. Each prospective hire is provided with a written agreement that states explicitly the nature and term of the initial appointment and, when applicable, institutional considerations that might preclude or limit future appointments.	6.5	C-43	Promote inclusiveness and diversity among students and faculty
		6.7 Faculty assignments are consistent with the institution's mission and purposes. They are equitably determined to allow faculty adequate time to provide effective instruction, advise and evaluate students, contribute to program and institutional assessment and improvement, continue professional growth, and participate in scholarship, research, creative activities, and service compatible with the mission and purposes of the institution. Faculty assignments and workloads are reappraised periodically and adjusted as institutional conditions change.		C-35	Assist faculty in developing their own goals and priorities
			6.7	C-33	Allocate faculty responsibilities in an effective and equitable manner

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Standard		Substandard	NEASC Standard #	IDEA Item #	Administrator (FSA) and Chair (FSC/C) Feedback System
6. Teaching, Learning, and Scholarship (cont.)	<i>Faculty and Academic Staff (cont.)</i>	6.10 Faculty are demonstrably effective in carrying out their assigned responsibilities. The institution employs effective procedures for the regular evaluation of appointments, performance, and retention. The evaluative criteria reflect the mission and purposes of the institution and the importance it attaches to the various responsibilities of, e.g., teaching, advising, assessment, scholarship, creative activities, research, and professional and community service. The institution has equitable and broad-based procedures for such evaluation in which its expectations are stated clearly and weighted appropriately for use in the evaluative process.	6.10	C-5	Guiding the development of sound procedures for assessing faculty performance
		6.11 The institution defines the scholarly expectations for faculty consistent with its mission and purposes and the level of degrees offered. Through their scholarly pursuits, all faculty are current in the theory, knowledge, skills, and pedagogy of their discipline or profession. Scholarship and instruction are mutually supportive.	6.11	C-49	Maintain definite standards of performance
7. Institutional Resources	<i>Human Resources</i>	7.3 ...The institution ensures effective procedures for the regular evaluation of all personnel. The institution ensures sufficient opportunities for professional development for administrators, faculty and staff.	7.3	C-5	Guiding the development of sound procedures for assessing faculty performance
				C-35	Assist faculty in developing their own goals and priorities
				<i>SRI System</i>	Student Ratings of Instruction- use of faculty development resources
	<i>Financial Resources</i>	7.4 The institution preserves and enhances available financial resources sufficient to support its mission. It manages its financial resources and allocates them in a way that reflects its mission and purposes. It demonstrates the ability to respond to financial emergencies and unforeseen circumstances.	7.4	C-1	Attending to essential administrative tasks (e.g., class scheduling, staffing, finances/budgeting, facilities)

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8. Educational Effectiveness	<i>(no subheading)</i>	8.3 ... Assessment has the support of the institution's academic and institutional leadership and the systematic involvement of faculty and appropriate staff.	8.3	FSA/FSC (SRI)	Feedback System for Chairs and Feedback System for Administrator; Student Ratings of Instruction System
		8.10 The institution integrates the findings of its assessment process and measures of student success into its program evaluation activities and uses the findings to inform its planning and resource allocation and to establish claims the institution makes to students and prospective students. (See also 9.24)	8. 10	FSA/FSC (SRI)	Use of data from all IDEA systems to inform and support decisions
9. Integrity, Transparency, and Public Disclosure	<i>Integrity</i>	9.2 Truthfulness, clarity, and fairness characterize the institution's relations with all internal and external constituencies...	9.2	FSA/FSC	Feedback System for Chairs and Feedback System for Administrator-specific items related to Trustworthy, Fairness, Consistency, and Clarity
		9.5 The institution adheres to non-discriminatory policies and practices in recruitment, admissions, employment, evaluation, disciplinary action, and advancement. It fosters an inclusive atmosphere within the institutional community that respects and supports people of diverse characteristics and backgrounds.	9.5	C-43	Promote inclusiveness and diversity among students and faculty