



NWCCU* Update

MARCH 2017

* NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

Four Components of Accreditation Reaffirmation Process

Component	Description	Standard(s)
Mission	Statement of intended purposes	1
Compliance	Inputs, outputs and processes	2
Outcomes	Student learning outcomes	3 and 4
Improvement	Evidence of enhanced effectiveness	3, 4 and 5

Three Avenues of Assessment @ LCC

Compliance



- 1. KPIs (Monitoring Report Review Teams)

Student
Learning
Outcomes



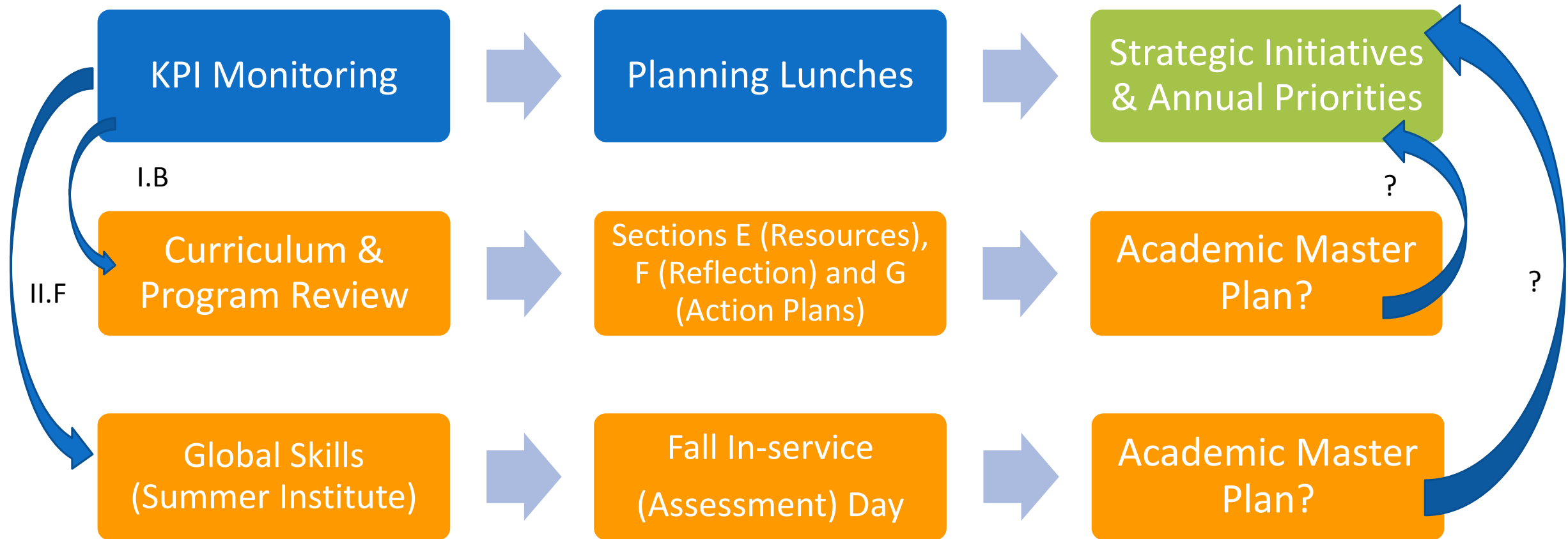
- 2. Curriculum & Program Review
- 3. Global Skills (Summer Institute)

All Roads (Should) Lead to Improvement...

If all of an assessment program's resources are devoted to gathering evidence and none toward making sense of and using the evidence, no change is likely to occur.

-Charles Blaich and Kathleen Wise, Center of Inquiry,
Wabash College

Mapping it Out (Planning & Resource Allocation)



Excerpted from NWCCU Rubrics for 3A, 4A & 4B

	Initial	Emerging	Developed	Highly Developed
Institution documents student learning in courses, programs and degrees	Minimal evidence	Evidence of intermittent documentation of student learning in courses, programs and degrees	Evidence that student learning in courses, programs and degrees is documented periodically	Evidence of ongoing and systematic documentation of student learning in courses, programs and degrees
Faculty are responsible for evaluating student learning outcomes	Minimal evidence	Some evidence that some programs rely on faculty	Evidence that faculty are responsible in most programs	Evidence that faculty are responsible in all programs
Results of student learning outcomes are used to inform academic planning	Minimal evidence	Evidence of intermittent use of student learning outcomes assessment for academic planning	Evidence that the majority of programs use student learning outcomes assessment for academic planning	Evidence that the majority of programs engage in ongoing and systematic use of student learning outcomes assessment for planning

Most Commonly Cited Standards for 2-Year Colleges in Order of Frequency

- **1.B.2** – Establish objectives and meaningful, assessable, verifiable indicators of measurement.
- **4.B.2** – Use of assessment of student learning to inform academic and learning-support programs and services, enhancement of student learning, made available.
- **4.A.3** – Documentation of students achieving learning outcomes; faculty responsibility.
- **4.A.2** – Evaluation of programs and services; faculty have a primary role.
- **4.A.6** – Review of assessment for authenticity and meaningfulness.
- **4.B.1** – Results of Core Theme assessments are a) meaningful; b) used for planning, decision making, and allocation of resources and capacity; c) made available.

Full standards available on NWCCU website: www.nwccu.org