Core Theme Team Review and Feedback on the Strategic Plan Survey Results

May 5, 2016

Accreditation standard 4, whose full text is printed on the back of this page, focuses on how the college uses assessment results to make improvements to our programs and services and to more effectively meet the core themes, goals, and objectives.

Each question in the strategic plan survey relates to a particular core theme, goal, or objective in the strategic plan. Please reflect on the survey responses, including the commendations and recommendations, and address the following items. Please record your core theme team’s answers in a Word document and email it to accreditation@nwic.edu. Please indicate in the document which survey question number your comment is referring to.

For your core theme

1. What suggestions do you have for how the college can use the responses to this survey question to attain the associated core theme, goal, or objective? Please be as specific as possible listing actionable recommendations.

1. What suggestions do you have for how the college can use the responses to this question to make improvements in programs and services?

For the other three core themes

1. How can we use the results of this survey to improve the attainment of core theme goals and objectives?

Accreditation Standard 4 - Effectiveness and Improvement

 The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.

4.A – Assessment

4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

4.B – Improvement

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.