

Chair Webinar

May 14, 2020



Pam Goad, Executive Vice President

Selena Grace, Senior Vice President

Ron Larsen, Senior Vice President

Mac Powell, Senior Vice President

Jess Stahl, Vice President of Data Science and Analytics

Amy Luke, Chief of Staff

Mellissa Thoreson, Director of Institutional Evaluations

Summary of the Webinar

- 1:00 pm: Context, Standards Revision, Standards 1 and 2, Rubrics, Evidence, Outstanding recommendations, New recommendations
- About 2:15 pm: Overview of Cycle and Process, Team Activities and Responsibilities, Report Specifics, Box, Evaluators' Evaluation, Reimbursement



■ NWCCU Mission

The Northwest Commission on Colleges and Universities accredits institutions of higher education by applying evidence-informed standards and processes to support continuous improvement and promote student achievement and success.



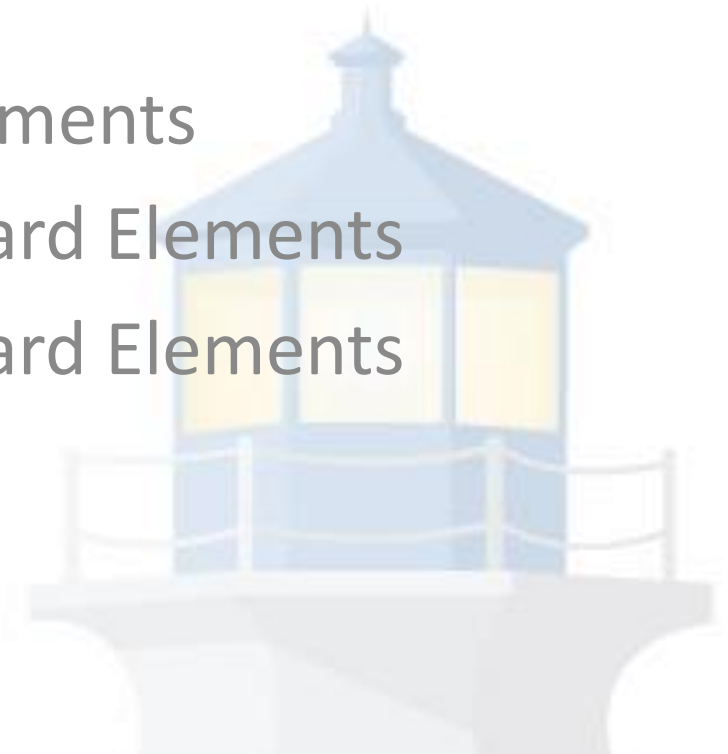
■ Why focus on the quality of higher education?

- Economic Prosperity and Sustainable Democracy
- Public good and private benefit
- Public trust and social change
- Global interdependence
- Disruptive increase in information and technology



■ The 2020 Standards – Summary

- Five Standards to Two Standards
- 142 Standard Elements to 47 Standard Elements
- Standard One – Focus of Year 7 : 18 Standard Elements
- Standard Two – Focus of Year 6 : 29 Standard Elements



Transition to Reporting and Accountability

- Transitional period: January 2020 to December 2021:
Institutions choose 2010 MFS* or 2020 EIE** pathway
- January 2022 ends transitional period:
2020 EIE pathway required
- Online delivery impact? COVID-19?

*Mission Fulfillment and Sustainability

** Evaluation of Institutional Effectiveness



■ New 2020 Standards

STANDARD ONE

INSTITUTIONAL EFFECTIVENESS

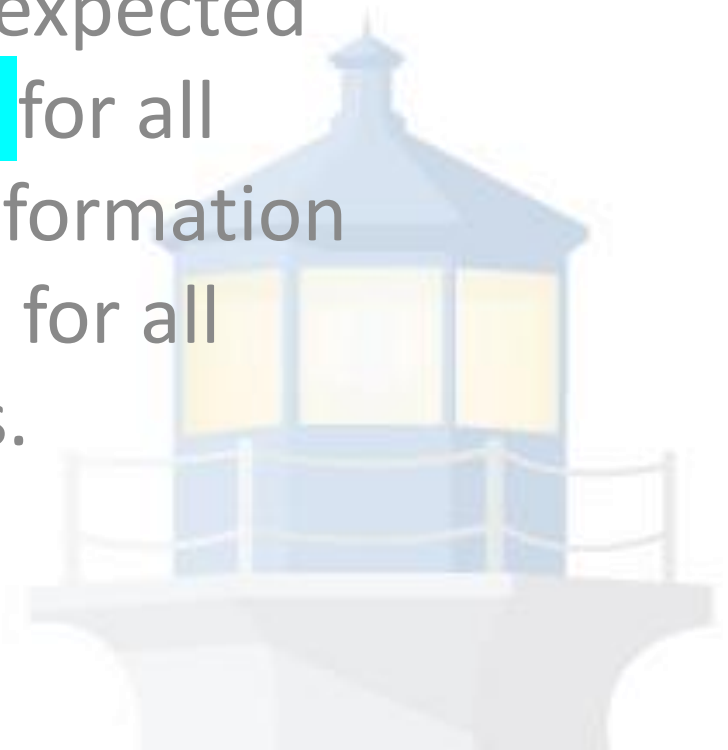
- Institutional Mission
- Institutional Effectiveness
- Student Learning
- Student Achievement



■ Revised Standard 1 Element

STANDARD 1.C.3

The institution identifies and publishes expected **program and degree learning outcomes** for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.



■ New Standard 1 Element

STANDARD 1.C.6

Consistent with its mission, the institution establishes and assesses, across **all associate and bachelor level programs** or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.



■ The 2020 Standards – New Concepts

- Comparative benchmarking to peer institutions
- Disaggregated data
- Interspersed in Standards 1.B, 1.D, and 2.G



■ Revised Standard 1 Element

STANDARD 1.B.2

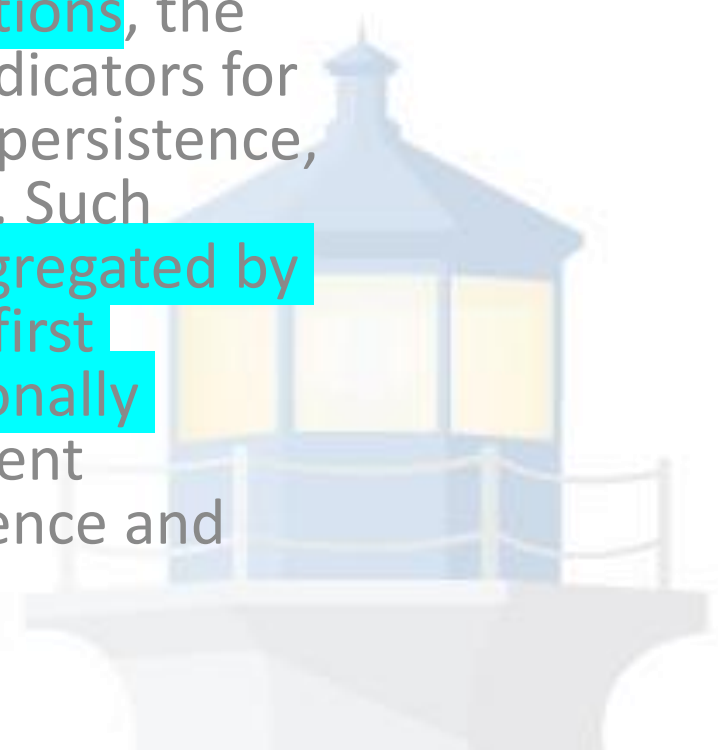
The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and **in comparison with regional and national peer institutions.**



■ New Standard 1 Element

STANDARD 1.D.2

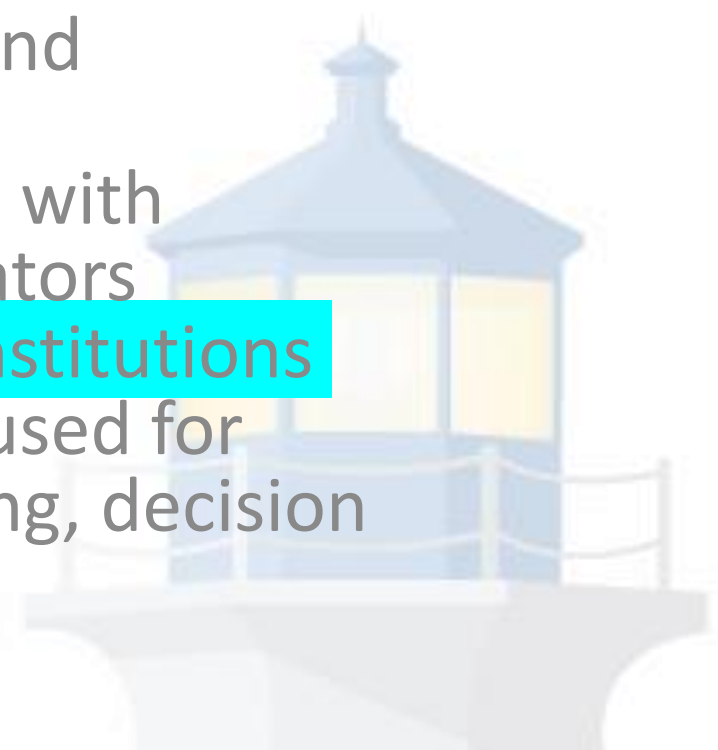
Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).



■ New Standard 1 Element

STANDARD 1.D.3

The institution's **disaggregated indicators** of student achievement should be **widely published** and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators **benchmarked against indicators for peer institutions** at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.



■ Rubrics

Accreditation Handbook Appendix:

Created by Fellows

- Institutional Effectiveness
- Student Learning
- Student Achievement

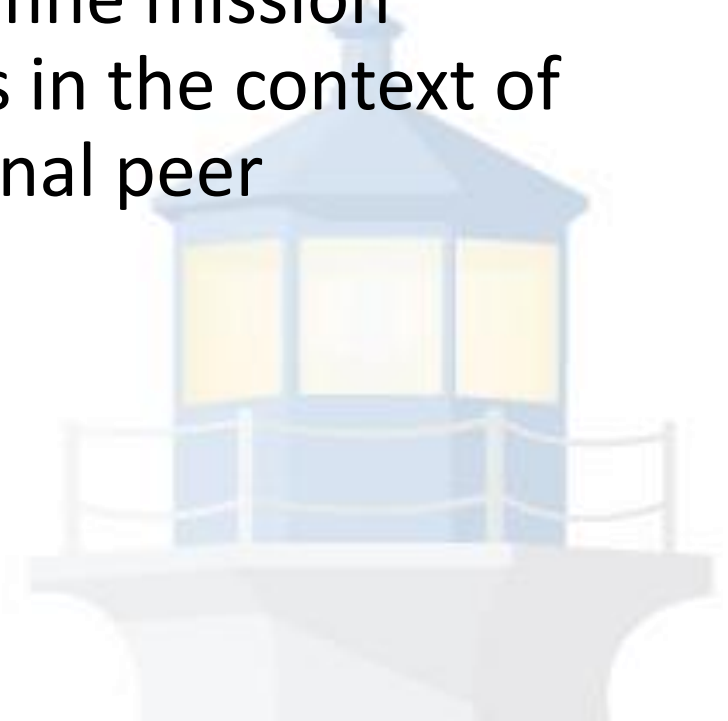


■ Rubric – Institutional Effectiveness

Screen Share – p. 62 (66 in pdf)

1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

- Initial and emerging – and with peers
- Developed – and with peers
- Highly developed – and with peers

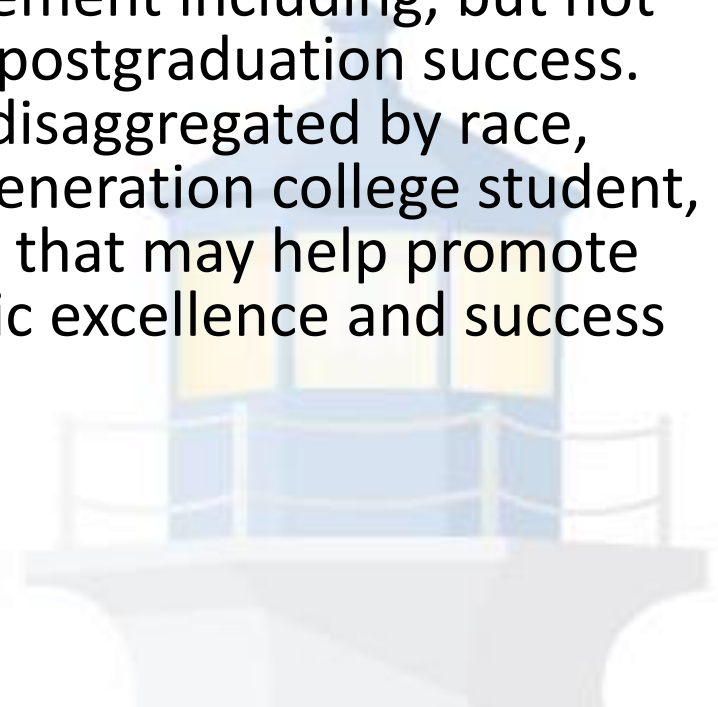


Rubric – Student Achievement

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1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

- Initial and emerging – peers and disaggregated
- Developed – peers and disaggregated
- Highly developed – peers and disaggregated



Evidence - Principles

How do you know the standard is being met? An important component of leading as a Chair;

Five Principles of useful evidence:

- Relevant
- Verifiable
- Representative
- Cumulative
- Actionable



■ Evidence – Prompts for action

Data-driven actions in:

- Strategic planning
- Unit Planning
- Student learning
- Student achievement - disaggregated
- Transparent and published

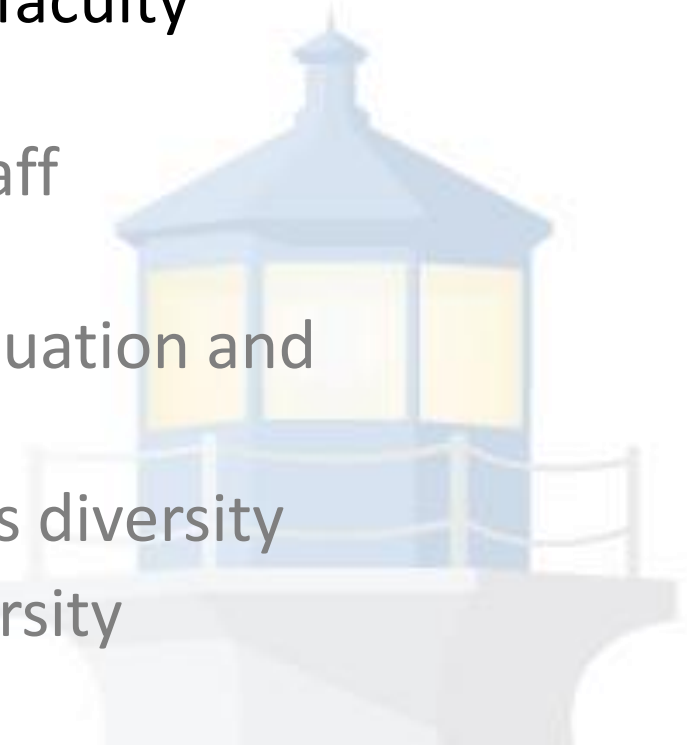


■ Qualitative Evidence

Narratives from students, faculty, and staff:

How to view it? Balance to quantitative evidence, especially indicators far removed from students, staff, and faculty

- Policy and process issues in student learning, curriculum, facilities, services, technology, staff development
- Student perspectives and experience vs. graduation and retention rates
- Cultural emphases on community; also values diversity
- More complex situations and contextual diversity



Evidence

Perspective:

Transitional Period

- How much should be shown in addressing gaps in equity?
- Peer institutions' comparative benchmarking?
- What about local priorities and core themes?



■ Questions?



■ New 2020 Standards continued

STANDARD TWO

GOVERNANCE, RESOURCES, AND CAPACITY

- Governance
- Academic Freedom
- Policies and Procedures
- Institutional Integrity
- Financial Resources
- Human Resources
- Student Support Resources
- Library and Information Resources
- Physical and Technology Infrastructure



Revised Standard 2 Element

STANDARD 2.A.1

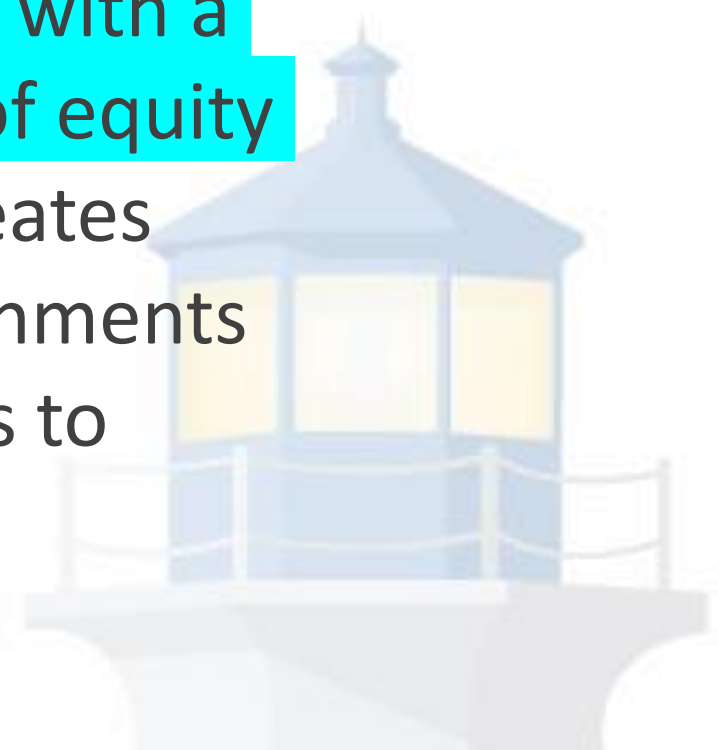
- The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the **system and the institution** is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.



■ Revised Standard 2 Element

STANDARD 2.G.1

- Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning needs.



■ Standard 2 Exhibits

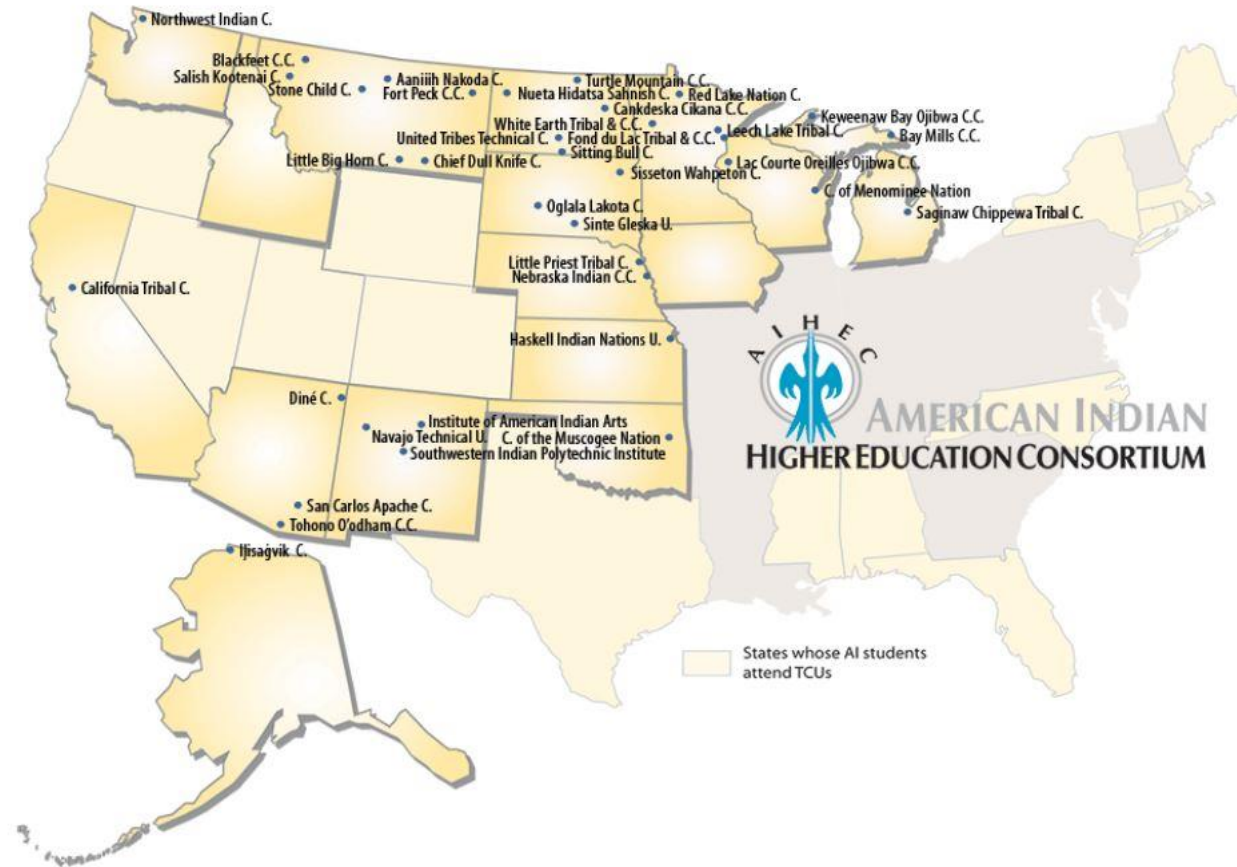
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Accreditation Handbook Appendix A Checklist

- Facilities questions – what evidence rises in importance?



Tribal Colleges



■ Standard 2: Tribal Colleges

Governance, Financial Aid, and Culture

Accreditation Handbook Appendix

- Tribal Council and Board of Trustees
- Funding for the institution and students
- Cultural Awareness



■ Questions?



■ Off-screen break: 5 minutes



■ Outstanding recommendations?

Using 2010 Standards

Contextual translations

- Planning
- Assessment
- Items that may no longer be explicit but still important; hazardous waste



■ Outstanding recommendations?

Potential actions:

Contextual translations

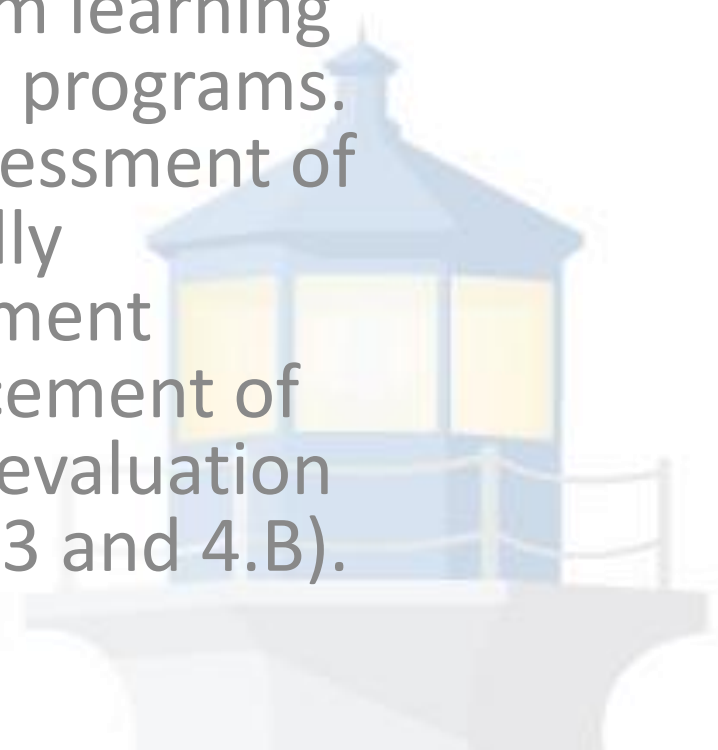
- Satisfied
- Continued as is
- Continued with a revision



■ Outstanding recommendations continued?

Example: Assessment

The University does not yet regularly and comprehensively assess all student program learning outcomes for undergraduate and graduate programs. The Commission recommends that the assessment of student learning outcomes be systematically accelerated such that continuous improvement resulting from assessment leads to enhancement of student achievement and to a meaningful evaluation of mission fulfillment (2010 Standards 4.A.3 and 4.B).



■ Outstanding recommendations continued?

Example: Hefty standards cited all at once

2010 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.

2010 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.

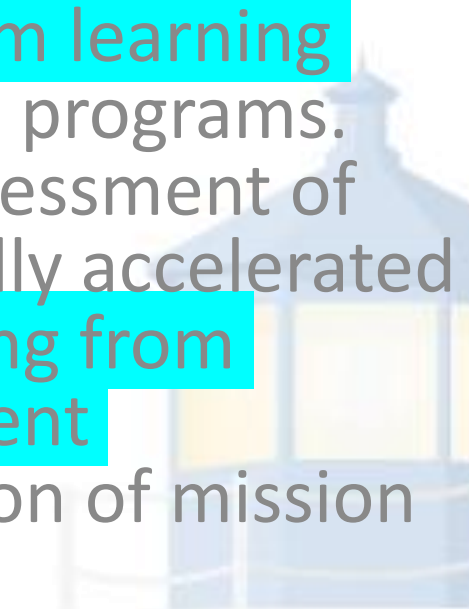
2010 4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.



■ Outstanding recommendations continued?

Example: What is the essence of the recommendation?

The University **does not yet regularly and comprehensively assess all student program learning outcomes** for undergraduate and graduate programs. The Commission recommends that the assessment of student learning outcomes be systematically accelerated **such that continuous improvement resulting from assessment leads to enhancement of student achievement** and to a meaningful evaluation of mission fulfillment (2010 Standards 4.A.3 and 4.B).

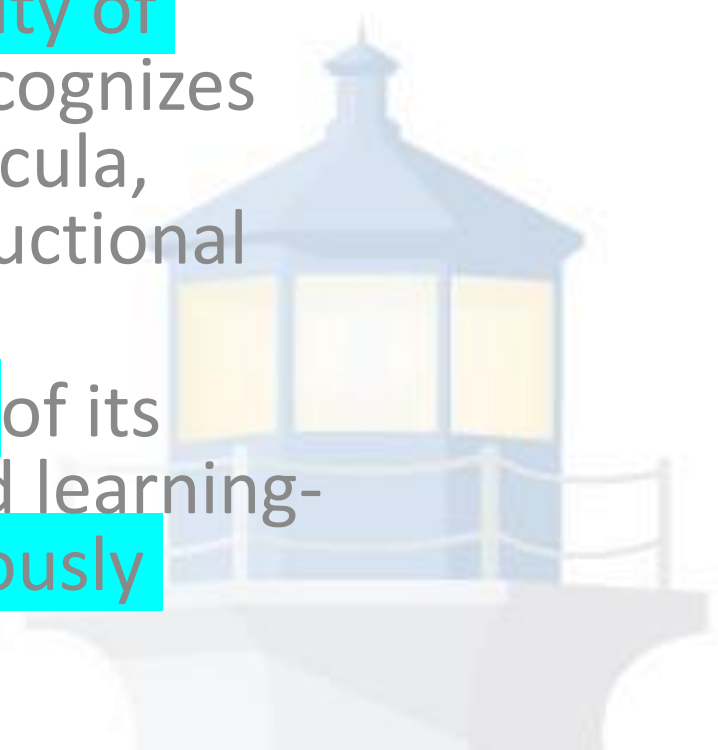


■ Outstanding recommendations continued?

Example: Best fit without a revision

2020 1.C.5 The institution engages in an **effective system of assessment to evaluate the quality of learning in its programs**. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

2020 1.C.7 The institution **uses the results** of its assessment efforts to inform academic and learning-support planning and practices **to continuously improve student learning outcomes**.



■ Building New Recommendations

The evaluation team recommends that Sonny's College:

- Begin with a verb
- No reference to progress thus far or contextual information, save these acknowledgements for the main text of the peer-evaluation report
- **“Concerns”** in the main text of the peer-evaluation report must support a recommendation



■ Outstanding recommendation refreshed

Example – the original wording

While noting that faculty and administrators receive regular and periodic evaluations, the evaluation committee did not find evidence that all categories of staff are formally evaluated beyond the six-month probationary period. The committee recommends that the University engage in an ongoing, consistent process of regular employee evaluation with regard to performance of work duties and responsibilities (2020 Standard 2.F.4).



■ Building a New Recommendation Format

The evaluation team recommends that Sonny's University:

- ...engage in an ongoing, consistent process of regular employee evaluation with regard to performance of work duties and responsibilities (2020 Standard 2.F.4).



■ Building New Commendations

The evaluation team commends Sonny's College for:

- Begin with a natural continuation
- Remains oriented toward institutional level accomplishments and efforts



■ Building a New Commendation Format

The evaluation team commends Sonny's College for:

- Its commitment to development of an environment of utilizing data to inform processes and transparency. The College has established a goal to develop a system in which planning, assessment and linkage to continuous improvement guide all levels of decision making. The leadership team communicated a cohesive vision and commitment to transparency at all levels throughout the organization.



Questions



■ Off-screen break: 5 minutes



■ Chair Webinar continued

- Process
- Communications
- Team Assignments
- Report Specifics
- Box
- Evaluations
- Reimbursements



■ Institutional Evaluation Types

- Candidacy
- Reaffirmation
 - Mid-Cycle
 - Policies, Regulations, and Finance Review (PRFR)
 - Evaluation of Institutional Effectiveness (EIE)
- Ad Hoc – no team, usually one evaluator



The Process

ANNUAL REPORT

- Disaggregated Data
- Student Achievement
- Financials

- Annual Submission
- Staff Review

MID-CYCLE REPORT

- Report and Onsite Review
 - Assessment
 - Data Collection and Analysis
 - Planning

- Onsite peer review in Year 3
- Staff review of evaluation reports for Commission Meeting consent agenda

POLICIES, REGULATIONS, AND FINANCIAL REVIEW (PRFR)

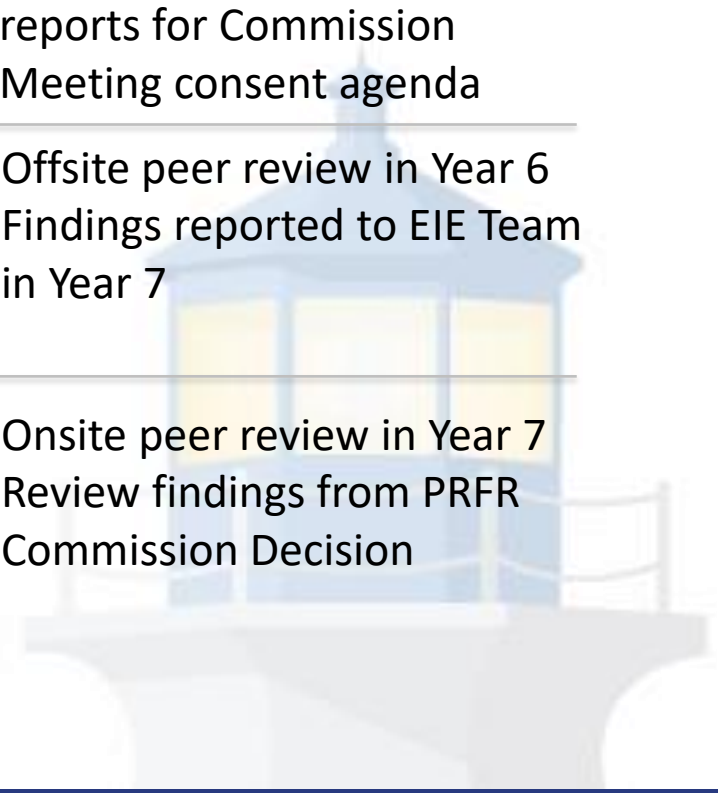
- Report and Offsite Review
 - Financial Performance
 - Policies and Regulations

- Offsite peer review in Year 6
- Findings reported to EIE Team in Year 7

EVALUATION OF INSTITUTIONAL EFFECTIVENESS (EIE)

- Report and Onsite Review of Student Success
 - Institutional Mission and Effectiveness
 - Student Learning
 - Student Achievement

- Onsite peer review in Year 7
- Review findings from PRFR
- Commission Decision



Overview of Report Contents

Hyperlinks to relevant content encouraged

MID-CYCLE – ABOUT YEAR 3

- Accreditation framework, peers, two programs, assessment, student achievement
- Formative, collegial and to support reaffirmation

YEAR 6 PRFR (beginning in Spring 2021 for Spring 2022 EIE institutions)

- Standard 2, Exhibits, descriptive but concise, certification for assurance of meeting Eligibility Requirements
- Offsite, recommendations made to Year 7 EIE team

YEAR 7 EIE (previous MFS)

- Standard 1, disaggregated data and student achievement
- Summative, recommendation to Commission; Commission takes final action



■ Policies, Regulations, Finance Review (PRFR)

In design phase, beginning Spring 2021:

ONSITE IN REDMOND, WASHINGTON

- 2 days in the NWCCU Office
- Final PRFR Report to Institution and EIE team

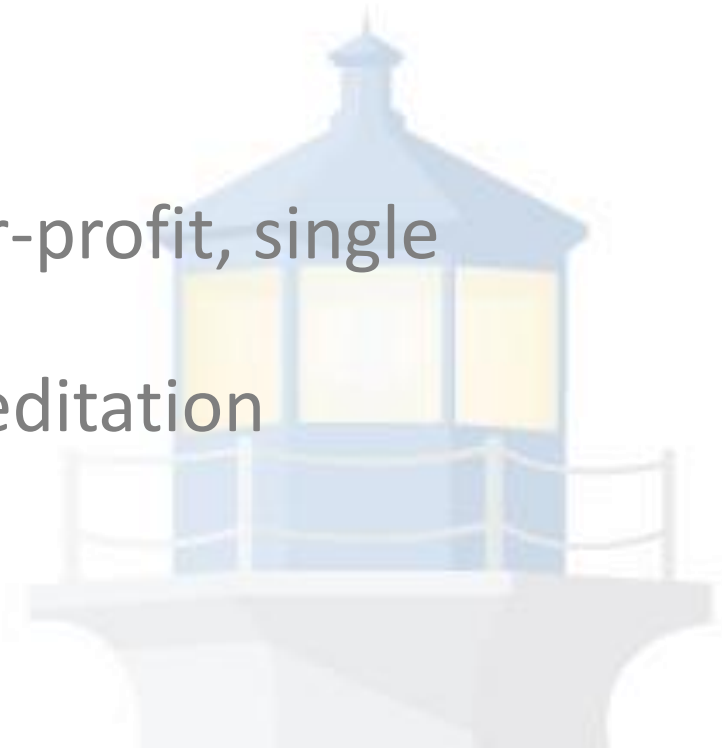


Chair of an Evaluation

Invitation sent about 7-9 months out, set by dates:

GENERAL CRITERIA FOR SELECTION

- Institutional leader with broad oversight and perspective
- Institution size and state location
- Institution mission
- Affiliation – public, private non-profit, for-profit, single purpose
- Experience as an evaluator, or, with accreditation
- Institution suggestions
- Recommendations from NWCCU staff

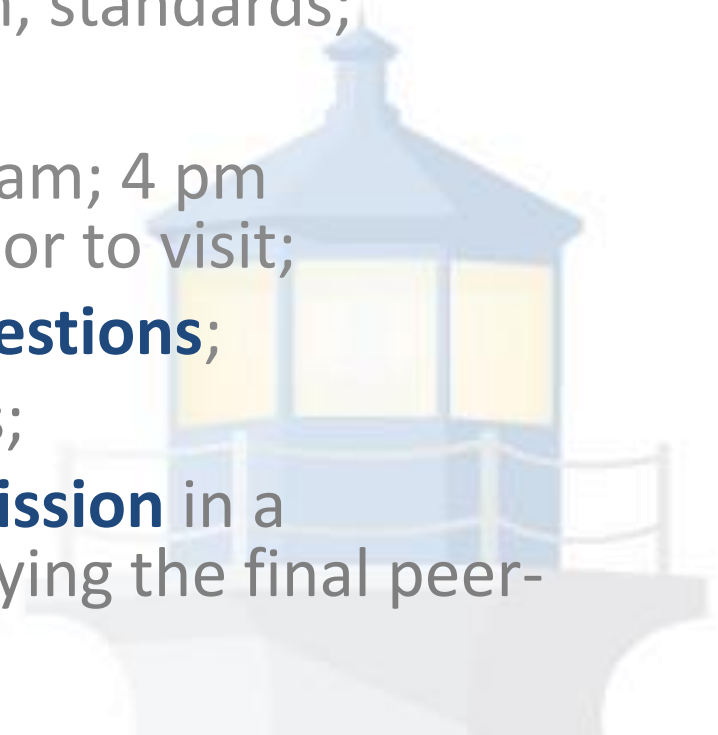


Necessary Communications

May be assisted by a Co-Chair:

WITH EVALUATION TEAM MEMBERS

- Maintain a coherent and motivated evaluation **team**;
- Focus on **evidence**, issues offered by institution, standards;
- Mentor, coach, and **clarify** when needed;
- **Lead executive sessions** with the evaluation team; 4 pm organizational meeting is required the night prior to visit;
- Facilitates and identifies any **key issues and questions**;
- **Keeps the focus** on the accreditation standards;
- Offers options for **recommendations to Commission** in a Confidential Recommendation form accompanying the final peer-evaluation report.

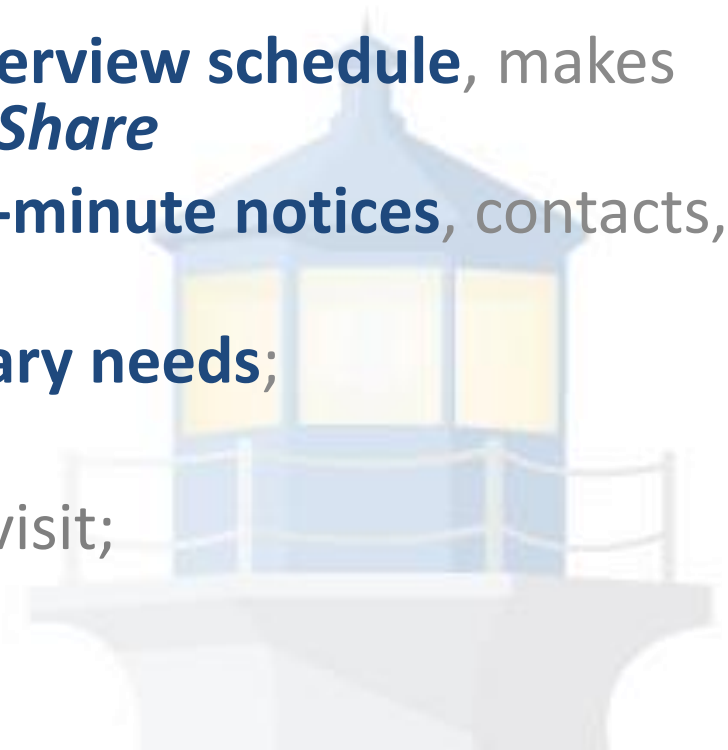


■ Communications with the Institutional ALO

Assists the evaluation team in preparations:

GENERAL RESPONSIBILITIES of the ALO

- Arranges for **ground transportation** from airport to hotel, and then from hotel to campus;
- Coordinates with Chair/team to create a **visit interview schedule**, makes adjustments to the schedule as needed; *Screen Share*
- Greets the team upon arrival and attends to **last-minute notices**, contacts, and **set-up of technology** for team members;
- Organizes technology needs and for **special dietary needs**;
- Arranges **off-site visits** to additional locations;
- Provides suggestions for **restaurants** during the visit;
- **On-call 24/7.**

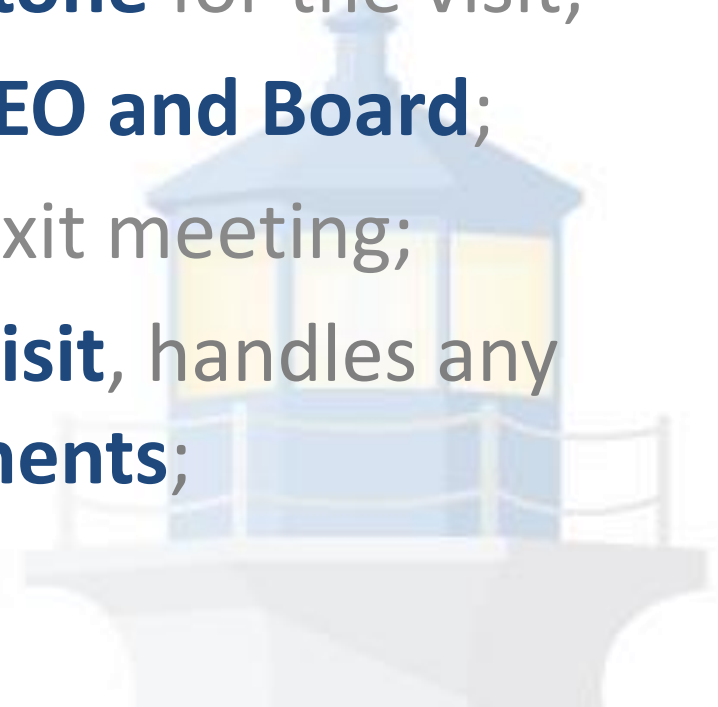


■ Necessary Communications

May be assisted by a Co-Chair:

WITH INSTITUTIONAL REPRESENTATIVES

- **Build relationships**, CEO, ALO, **sets the tone** for the visit;
- Start and facilitate key **meetings with CEO and Board**;
- Meets **privately with the CEO** prior to exit meeting;
- Ensures a **professional and courteous visit**, handles any problems, **media and third-party comments**;



■ Necessary Communications

May be assisted by a Co-Chair:

WITH THE COMMISSION

- Assessing the **institution's responsiveness** to concerns of the Commission and prior Evaluation Teams; and
- Ultimately, ensuring the completion and submission of a final Peer-Evaluation report that gives the Commission a **clear picture of the institution's strengths and areas that need improvement.**
- Confidential Recommendation Form



■ Institutional Visit Lengths – Virtual or Onsite

Dependent upon the type of visit:

MID-CYCLE EVALUATION

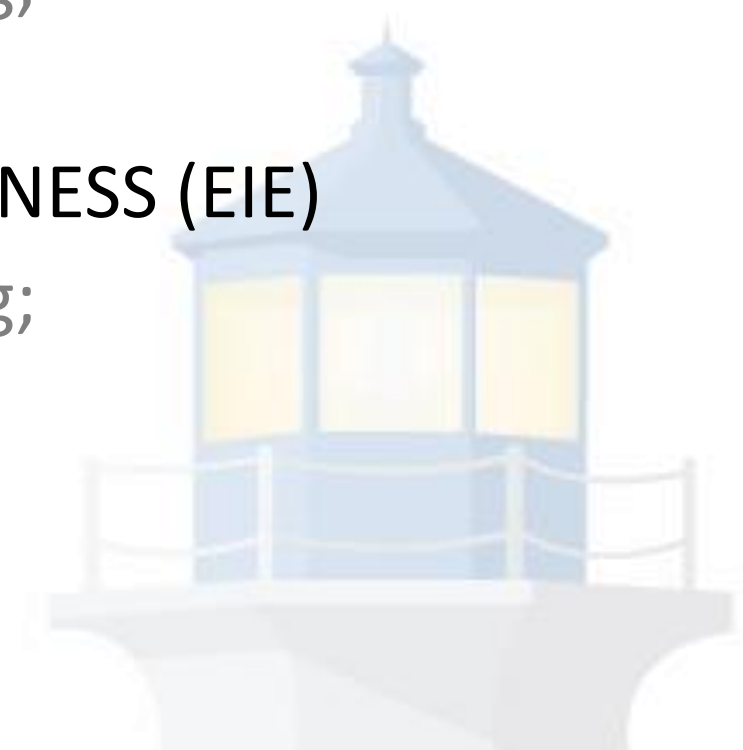
- Night before visit – organization meeting;
- 1 and ½ days

EVALUATION OF INSTITUTIONAL EFFECTIVENESS (EIE)

- Night before visit – organization meeting;
- 2 and ½ days

AD HOC REPORT

- 1 and ½ days



■ Typical schedule of a Year 7 EIE visit

Adjustments may occur

DAY 0

- 4 pm organizational meeting at the hotel

DAY 1

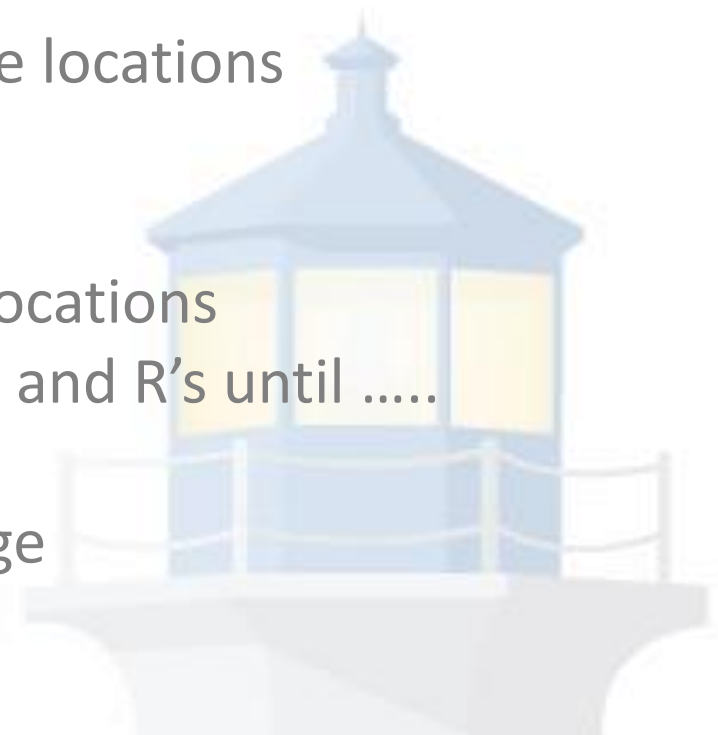
- Introductory meeting, heavy interview day; offsite locations
- 4 pm executive session with team

DAY 2

- Verification of initial findings, interviews; offsite locations
- 4 pm executive session with team; creation of C's and R's until

DAY 3

- Writing time; last-minute confirmation of language
- Exit meeting, leave by 12 noon



■ Typical Meetings Arranged for an Evaluation

- Pre-visit organizational team meeting – 4 pm; adjustments?
- Meet with ALO upon arrival – share adjustments resulting from organizational meeting
- Breakfast introductory meeting
- CEO meeting
- Board or system meeting
- Institutional accreditation committee – *early in visit*
- One-on-one meetings
- Forums with faculty, staff, students
- Executive meetings with evaluation team
- Pre-exit meeting with the CEO
- Exit meeting



BOX

- Cloud service for evaluation materials, evidence*
- Made available through NWCCU technology platform to all staff and to Commission
- Secure
- Invitation sent by NWCCU liaison
- ALO has access to institutional folders only
- ***Screen share***

*some institutions will provide access to intranet, Sharepoint, etc., in addition to BOX



Final Peer-Evaluation Report

Timeline to Completion:

INVOLVES EVALUATION TEAM AND INSTITUTION CEO AND ALO

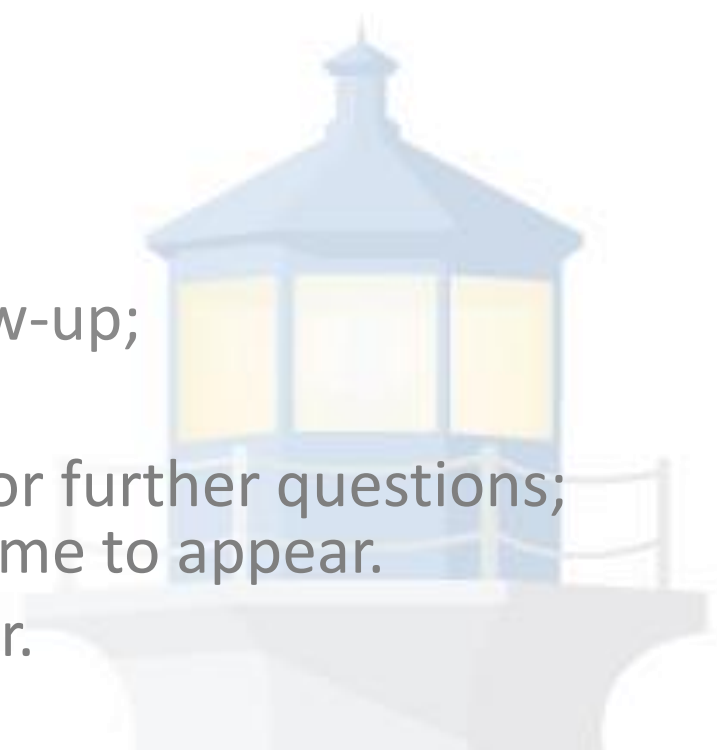
- NWCCU office deadline for receipt is about May 15th and November 15th;
- How long? 25 pages for EIE? Electronic format only, template available in Box folder;
- Send final draft to evaluation team and NWCCU liaison prior to sending to institution;
- Send to institution for correction of errors of fact and provide five business days; edit as necessary with institution's corrections;
- Send to reports@nwccu.org (and copy NWCCU liaison):

Confidential Evaluation Form

Guidance for the Commission:

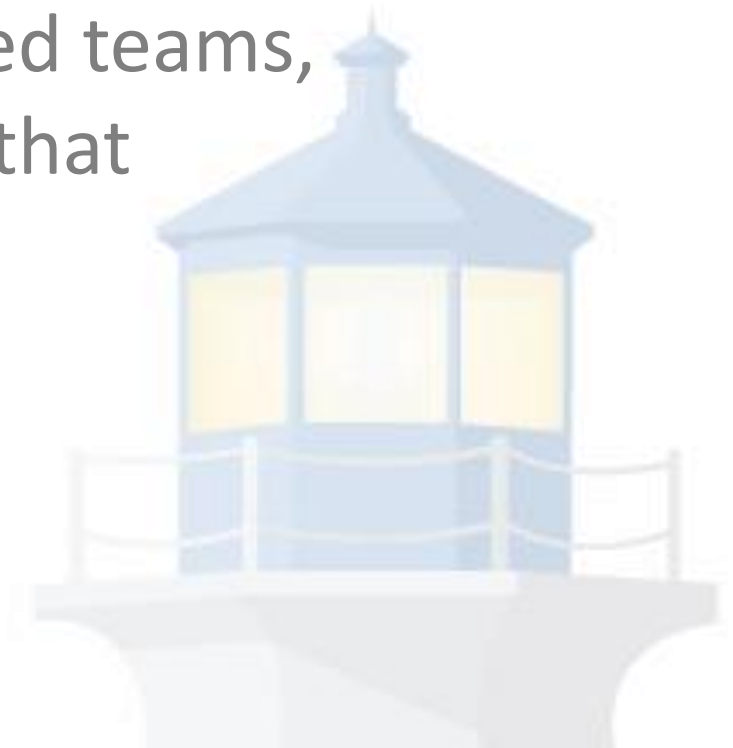
INVOLVES EVALUATION TEAM

- Possible actions – reaffirm, deny, defer, grant accreditation, sanction, extend for good cause;
- Previous recommendations;
- Current recommendations;
- Follow-up monitoring; **Screen Share**
- Rationale for recommendations, sanctions, follow-up;
- Is it final for the institution? NO, why not?
- **EIE only – Present at the Commission meeting** for further questions; Commission office will contact you about date/time to appear.
- **You** are copied on final NWCCU notification letter.



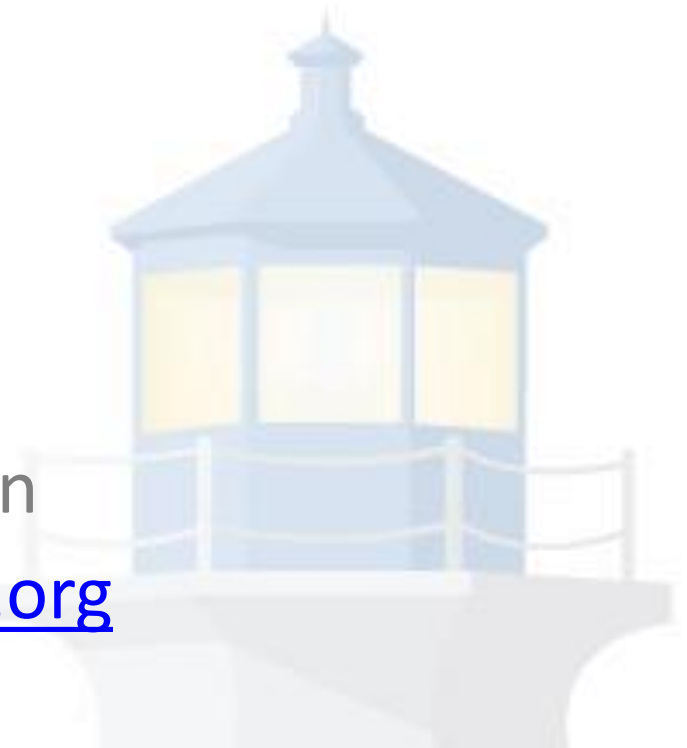
■ Evaluation of the Evaluators

- Who does this? YOU
- How is it used? Help us to build balanced teams, identify potential chairs, or, evaluators that disappear



Resources

- Accreditation Handbook
- Visit Logistics Handbook
- Models
- Rubrics
- Ongoing trainings
- Guidelines for Reports
- Box.com
- Connect with your assigned NWCCU liaison
- Send additional questions to info@nwccu.org



■ Best Practices for Chairs

Comments by previous Chairs in this Webinar



■ Questions?



*Thank
you*

