

# NWIC Assessment Program

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<http://ww2.nwic.edu/faculty/assessment/assessment.htm>



September 10, 2007

# Pretest Assessment



# Overview

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1. What is assessment?
2. Overview of last 5 years
3. Evaluation of efforts
4. Goals for this year
5. Assessment website

# Outcomes

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By the end of today you will be able to...

1. Define assessment.
2. Articulate the 3 types of information that we can use to evaluate student learning and other initiatives and provide examples of each.
3. Identify three of NWIC's assessment-related accomplishments over the last 5 years.
4. Identify three of the assessment-related projects or approaches that NWIC will focus on during the 2007 – 2008 academic year.
5. Name three types of information or resources that are available on the assessment website.

# Overview

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## 1. What is assessment?





# Assessment

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“The systematic collection of information about student learning...to inform decisions about how to improve learning.”

(Walvoord, 2004, p. 2)



# Purposes

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1. improvement (formative)
2. accountability (summative)



# Purposes

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The Northwest Commission on Colleges and Universities...

*“expects each institution and program to adopt an assessment plan responsive to its mission and its needs. In so doing, the Commission urges the necessity of a continuing process of academic planning, the carrying out of those plans, the assessment of the outcomes, and the influencing of the planning process by the assessment activities.”*

Accreditation Handbook





# NWIC Mission

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*“Through education, Northwest Indian College promotes indigenous self-determination and knowledge.”*



# Assessment Data

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1. Direct indicators (outcomes):  
e.g., essays, capstone projects,  
demonstrations, presentations



# Assessment Data

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1. Direct indicators (outcomes):  
e.g., essays, capstone projects,  
demonstrations, presentations

2. Indirect indicators (perceptions):  
e.g., surveys, focus groups,  
interviews



# Assessment Data

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1. Direct indicators (outcomes):  
e.g., essays, capstone projects,  
demonstrations, presentations

2. Indirect indicators (perceptions):  
e.g., surveys, focus groups,  
interviews

3. Institutional and community data:  
e.g., retention, graduation,  
enrollment, transfer trends

# Assessment Levels

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A. Course level

B. Program level

C. College level

D. Tribal community level

# A. Course Outcomes

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ECED 103: Students will be able to...

- Recognize 6 strategies for dealing with children's behavior that the student finds challenging
- Plan nine (9) learning experiences, each of which promotes physical, cognitive, and/or creative development.





## B. Program Outcomes

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Bachelor of Native Environmental  
Science: Students will be able to...

### **Problem Solving**

deal with the complexity of balancing  
cultural revitalization, ecological  
restoration/preservation, economic  
development and community  
relationships.



## C. College (NWIC) Outcomes

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1. Cultural

2. Written communication

3. Oral communication

4. Computer

5. Quantitative

6. Reading



# Outcomes

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*“Defining student outcomes for tribal colleges...is defining what it means to be a tribal person in a contemporary context.”*

NWIC President Crazy Bull



# Overview

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1. What is assessment?
2. Overview of last 5 years



## Examples of Activities at Each Level at NWIC

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Type of indicator	Course
1. Direct indicators of student learning (outcomes assessment)	· course outcomes
2. Indirect indicators of student learning (surveys, interviews)	· course evaluations
3. Institutional and community data (rates and numbers)	· student enrollment · course completion

## Examples of Activities at Each Level at NWIC

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Type of indicator	Program	Course
1. Direct indicators of student learning (outcomes assessment)	· program outcomes	· course outcomes
2. Indirect indicators of student learning (surveys, interviews)	· graduate survey  · student exit survey	· course evaluations
3. Institutional and community data (rates and numbers)	· student enrollment · retention · graduation · time to program completion	· student enrollment  · course completion



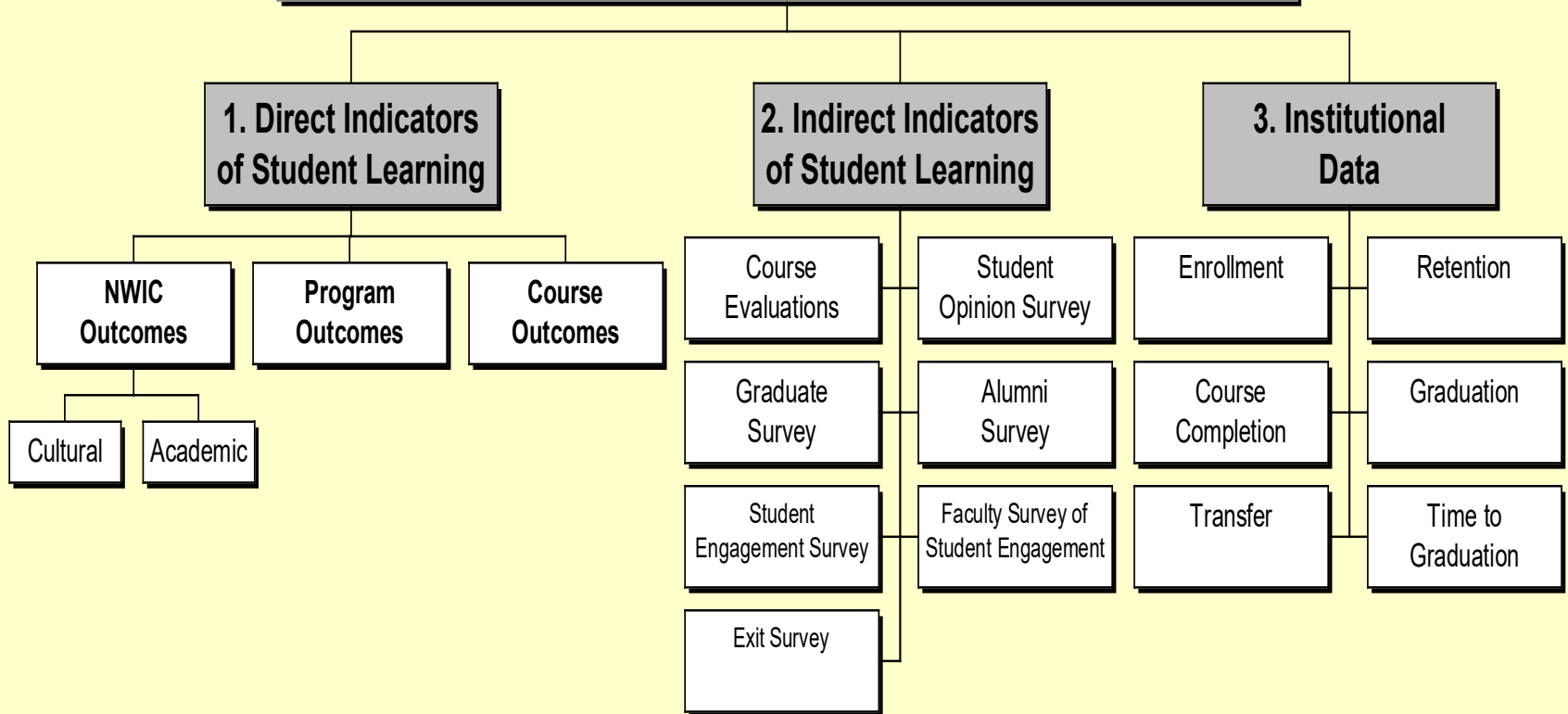
## Examples of Activities at Each Level at NWIC

Type of indicator	College	Program	Course
1. Direct indicators of student learning (outcomes assessment)	<ul style="list-style-type: none"> <li>· cultural outcomes</li> <li>· academic outcomes</li> </ul>	<ul style="list-style-type: none"> <li>· program outcomes</li> </ul>	<ul style="list-style-type: none"> <li>· course outcomes</li> </ul>
2. Indirect indicators of student learning (surveys, interviews)	<ul style="list-style-type: none"> <li>· graduate survey</li> <li>· student opinion survey</li> <li>· alumni survey</li> <li>· student engagement survey</li> </ul>	<ul style="list-style-type: none"> <li>· graduate survey</li> <li>· student exit survey</li> </ul>	<ul style="list-style-type: none"> <li>· course evaluations</li> </ul>
3. Institutional and community data (rates and numbers)	<ul style="list-style-type: none"> <li>· student enrollment</li> <li>· graduation</li> <li>· retention</li> <li>· transfer</li> <li>· performance after transfer</li> <li>· time to degree completion</li> </ul>	<ul style="list-style-type: none"> <li>· student enrollment</li> <li>· retention</li> <li>· graduation</li> <li>· time to program completion</li> </ul>	<ul style="list-style-type: none"> <li>· student enrollment</li> <li>· course completion</li> </ul>

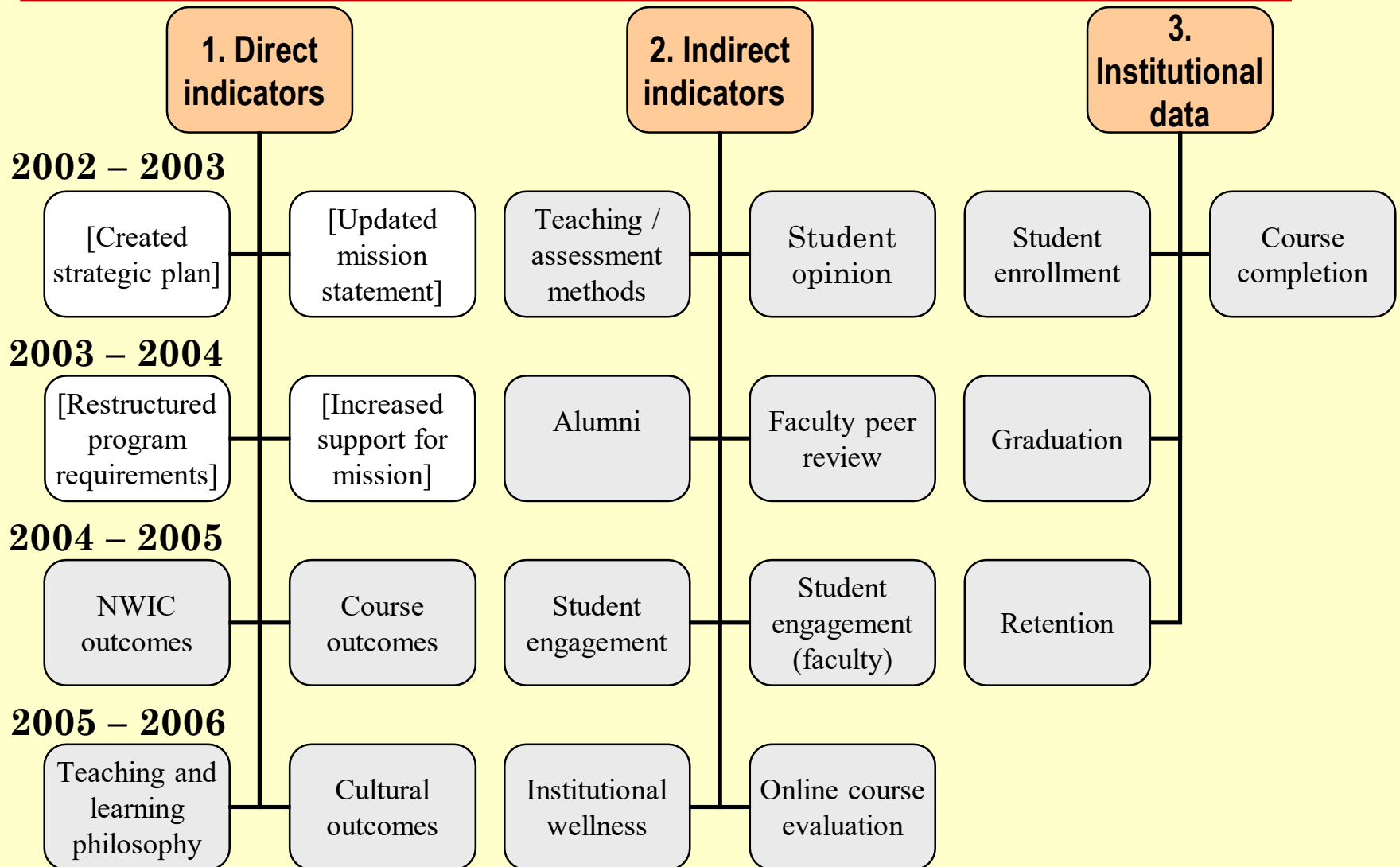
## Examples of Activities at Each Level at NWIC

Type of indicator	Tribal community	College	Program	Course
<b>1. Direct indicators of student learning (outcomes assessment)</b>	· tribal community outcomes	· cultural outcomes · academic outcomes	· program outcomes	· course outcomes
<b>2. Indirect indicators of student learning (surveys, interviews)</b>	· survey tribal employers about graduates	· graduate survey · student opinion survey · alumni survey · student engagement survey	· graduate survey  · student exit survey	· course evaluations
<b>3. Institutional and community data (rates and numbers)</b>	· college attendance · college graduation	· student enrollment · graduation · retention · transfer · performance after transfer · time to degree completion	· student enrollment · retention · graduation · time to program completion	· student enrollment  · course completion

# NWIC Assessment Program



# NWIC Assessment Program Time Line



# Overview

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1. What is assessment?
2. Overview of last 5 years
3. Evaluation of efforts



# Survey Design

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- June and July 2006
- Full-time faculty, administrators, professional staff (52)
- 129 closed-ended and 40 open-ended questions
- Educational and evaluation tool



# Demographic Breakdown of Staff who Responded to the Survey

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Staff	Female			Male			Grand total
	Native	Non-Native	Total female	Native	Non-Native	Total male	
Administrators	11	3	14	2	6	8	22
Faculty	1	6	7	2	5	7	14
Prof. staff	4	1	5	1	5	6	11
Total	16	10	26	5	16	21	47

# Most Successful Element: Mission

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1. update mission statement  
(during the strategic planning process)
2. increase familiarity with,  
appreciation of, and support for the mission
3. accomplish the mission

*“The president and her staff have made extraordinary attempts at both clarifying and communicating the mission statement to the NWIC staff, stakeholders and students”.*

# Most Successful Elements

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## Processes:

- Initiated meaningful conversations
- Were useful, relevant, and meaningful
- Were embedded in curriculum review

## Products:

- Articulating college and course outcomes
- Understanding cultural priorities
- Collecting/analyzing/reporting/using data
- Resulted in valuable baseline data



# Suggestions for Improvement

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## Processes:

- Increase participation (e.g., sites)
- Institutionalize assessment
- Use results to drive decisions
- Determine which cultural elements are acceptable for non-Natives to teach
- Improve college-wide communication

## Products:

- Articulate cultural outcomes
- Design curriculum based on outcomes
- Develop a program outcomes process
- Develop consistent/high standards



# Reasons for Success

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- Supportive president/administration who provided resources, created a strategic plan, and developed a clear concise mission
- Supportive core group of faculty and staff
- Inconsistent standards
- Limited cultural curricular focus
- College focus on teaching
- Staff commitment to the mission/students
- External accreditation pressure

# Challenges

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- Distance between campuses
- Independent and online learning
- Other priorities (e.g., restructuring academic programs, accreditation issues, etc.)
- It is “*time consuming and grueling work.*” (professional staff)
- “*It is difficult to deal with on top of additional duties, but it is worth it.*” (professional staff)



# Benefits

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- Meaningful conversations about teaching, learning, and cultural priorities among faculty and staff
- Consistency among sites and instructors
- A focus on essentials
- A unified vision based on common values and tribal community needs
- Information for planning/budgeting decisions
- Long-term: improved student success

# Comments

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The assessment initiatives...

*“give us more grounding in our Native heritage”* (administrator)

*“created deeper understanding of the [college’s] values and goals”* (faculty member)

*“are great opportunities for faculty to share and learn together”* (faculty member)

*“have really focused the energy of the faculty into a common goal”* (professional staff)

# Game Questions

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1. NWIC was recognized by the Community College Survey of Student Engagement for rating extremely high in which one of the following areas?

- a) Active and collaborative learning
- b) Student effort
- c) Academic challenge
- d) Student-faculty interaction
- e) Support for learners



# Game Questions

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1. NWIC was recognized by the Community College Survey of Student Engagement for rating extremely high in which one of the following areas?

- a) Active and collaborative learning
- b) Student effort
- c) Academic challenge
- d) Student-faculty interaction
- e) Support for learners



# Game Questions

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2. Which area ranked next highest?

- a) Active and collaborative learning
- b) Student effort
- c) Academic challenge
- d) Student-faculty interaction
- e) Support for learners



# Game Questions

---

2. Which area ranked next highest?

- a) Active and collaborative learning
- b) Student effort
- c) Academic challenge
- d) Student faculty interaction
- e) Support for learners



# Game Questions

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3. Quarter to quarter\* and fall-to-fall retention rates and 3-year graduation rates are consistently higher at...

- a) Lummi
- b) Off-campus\*\*

\*Of students who completed at least one credit in a quarter, the percent who completed at least one credit the following quarter

\*\* Off-campus: students whose home location is at an NWIC site or at a location other than Lummi campus (includes all sites, independent learning and chemical dependency students)

# Game Questions

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3. Quarter to quarter\* and fall-to-fall retention rates and 3-year graduation rates are consistently higher at...

a) Lummi

b) Off-campus\*\*





# Game Questions

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4. Course completion rates are consistently higher at...

- a) Lummi (face-to-face)
- b) Off-campus (face-to-face)



# Game Questions

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4. Course completion rates are consistently higher at...

- a) Lummi (face-to-face)
- b) Off-campus (face-to-face)



# Game Questions

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5. After the Lummi main campus, which site had the highest FTE (full-time equivalent enrollment) in Fall 2006?

- a) Tulalip
- b) Port Gamble
- c) Muckleshoot
- d) Colville
- e) Nez Perce
- f) Swinomish



# Game Questions

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5. After the Lummi main campus, which site had the highest FTE (full-time equivalent enrollment) in Fall 2006?

- a) Tulalip
- b) Port Gamble
- c) Muckleshoot
- d) Colville
- e) Nez Perce
- f) Swinomish



# Game Questions

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6. Has the First Year Experience increased first year student retention?

a) Yes

b) No



# Game Questions

---

6. Has the First Year Experience increased first year student retention?

a) Yes

b) No



# Overview

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1. What is assessment?
2. Overview of last 5 years
3. Evaluation of efforts
4. Goals for this year

# Goals

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## Assessment Coordinator

- finalize the 2002 – 2007 assessment report
- finalize and implement the 2007 – 2012 assessment plan
- follow through with suggestions from the 2006 assessment survey





# Goals

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## Everyone

- use assessment results to make decisions (and document it!)
- refer regularly to assessment results in grants, reports, and presentations to both internal and external audiences
- embed assessment throughout college processes (e.g, college publications, job descriptions and announcements, budgeting, the strategic planning process, curriculum review, etc.)



# Goals

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## Faculty

- provide students with many meaningful opportunities to practice skills and receive feedback in ways that are integrated, relevant, contextualized, and experiential
- continue developing and implementing course, program, and NWIC outcomes processes
- found the curriculum in Native perspectives
- ensure students always learn something from being assessed
- use the assessment process and its results to improve student learning



With your neighbor...

Provide an example of how you or your department have used assessment results or other information to improve student learning, student success, and/or NWIC's effectiveness?





# On a Piece of Paper...

How can you or your department better use assessment results or other information to improve student learning, student success, and/or NWIC's effectiveness?



# Overview

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1. What is assessment?
2. Overview of last 5 years
3. Evaluation of efforts
4. Goals for this year
5. Assessment website



## Northwest Indian College

*Xwlemi Elh>Tal>Nexw Squl*

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**NWIC Center for  
Service Learning**  
Get more info here!

Online giving is now available!  
Help NWIC succeed!

**DONATE NOW**  
SECURE DONATIONS  
BY GROUNDSPRING.org



### Student Life

- Online Bookstore
- Online Bookstore Tutorial
- Newsletter
- WebCT Login

## Open House Set for Fri. Sept. 14



Lummi Nation-Northwest Indian College officials announced the next event, a September 14 Open House and Blessing Ceremony for the College's new buildings: Housing and Classroom facilities.

Movers came earlier this month to haul-in all of the chairs, tables, drawers and brand new kitchen

### News

- NWIC Athletics Release Schedule
- Northwest Indian College Receives USDA Grant
- A Continued Prayer for Our Path
- Vine Deloria Jr. Symposium Opens with Great Dialogue

### Events

- **Thu, Sep 13th, @8:00am - 05:00PM**  
New and Returning Student Orientation



**Northwest Indian College**  
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## Faculty & Staff



### Faculty/Staff

Northwest Indian College has a diverse staff located at the main Lummi campus and six full service educational sites at Colville, Muckleshoot, Nez Perce, Port Gamble, Swinomish and Tulalip. As the NWIC web site is expanded, this page will provide further resources for staff and faculty.

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## Assessment at NWIC

*"Through education, Northwest Indian College promotes indigenous self-determination and knowledge."*

If you have any questions or ideas about assessment-related topics, please contact Anne Marie Karlberg, NWIC Coordinator, at [amkarlberg@nwic.edu](mailto:amkarlberg@nwic.edu) or (360) 392-4255.

Northwest Indian College is dedicated to **student excellence**. Assessment of student learning is an essential step in the process of continuous improvement. It is a systematic process of gathering, interpreting, and using information regarding student performance and perceptual data to improve learning and the quality of academic programs. Currently, NWIC is developing formal processes to assess student learning at the college, program, and course levels.

**NWIC competencies and outcomes:** At the **college-wide level**, NWIC is articulating six NWIC competencies as the first phase of its assessment of student learning efforts. Students who complete a program of study at NWIC will have demonstrated proficiency in: culture, values, and history; written communication; oral communication; computer skills; quantitative skills and reasoning; and specific outcomes that will be assessed when a student enters the college and reinforced throughout many courses.

**Course outcomes:** At the **course level**, instructors are working together to create one set of course outcomes for all sections of a course – regardless of location or method of instruction – will have the same set of course outcomes. This process will increase consistency and clarify standards for students and improve communication among faculty.



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## NWIC competencies and outcomes (Draft)

1. **Cultural:** Students will demonstrate an understanding of...
  - a. sense of place.
  - b. what it is to be a people.
2. **Written communication skills:** Students will be able to...
  - a. write standard English.
  - b. write in a variety of text forms using various credible sources.
3. **Oral communication skills:** Students will be able to...
  - a. apply effective presentation skills.
  - b. apply interpersonal communication skills.
4. **Computer skills:** Students will be able to...
  - a. use word processing software for communication.
  - b. use spreadsheet software for communication, computation and graphic data representation.
  - c. use presentation software for communication.
  - d. use the Internet for research.
  - e. use E-mail for communication.
  - f. use electronic library resources.
5. **Quantitative skills:** Students will be able to...
  - a. propose solutions to and solve real-world problems by applying the correct numerical data.
  - b. use analytical and critical thinking skills to draw and interpret conclusions.
6. **Reading skills:** Students will be able to...
  - a. demonstrate understanding of readings.
  - b. extend their own vocabulary through reading.

2. Written Communication Skills					Draft - January 18, 2006
Level of Proficiency					
Criteria	Beginning (2)	Developing (3)	Accomplished (4)	Exemplary (5)	
<b>Outcome a: The student writes standard English</b>					
<b>1. Idea and Content</b>	Writes with unclear purpose or central theme. Does not clearly define or support position on topic. Uses limited or disconnected details that disrupt the unity of the paper.	Partially focuses on topic with minimal or no support of position. Writing is basic, too general for the reader to develop a clear understanding.	Maintains clear focus throughout the paper with sufficient appropriate details indicating awareness, knowledge, and insight.	Writes clearly and with focus; relevant details support the central theme.	
<b>2. Organization / Structure</b>	Writes with organization that is unclear or inappropriate to the thesis; lacks transitions between ideas.	Writes with some signs of logical organization; may include abrupt or illogical shifts and ineffective flow of ideas. Makes few transitions between ideas.	Supports thesis and purpose through organization and paragraphing; most transitions are appropriate, but sequence of ideas may need improvement. Reiterates introductory elements in conclusion.	Provides clear introduction and reinforcing conclusion. Orders writing logically with effective transitions, providing sufficient information in the appropriate places.	
<b>3. Voice</b>	Writes without personality. Shows lack of commitment to topic, connection to the audience and to the purpose. Evokes no emotion in reader.	Writes without revealing own personality; writing is cautious. Commitment to topic, and connection to the audience and to the purpose are limited. Writing evokes limited emotion in reader.	Writes so that own personality pokes through; confidence and feeling fade in and out. Commitment to the topic is apparent, and connection to the audience and to the topic are appropriate. The writing evokes some emotion in the reader.	Writes expressing own personality, with confidence and feeling. Individual, powerful commitment to the topic is obvious, as are strong connections to the audience and to the purpose; evokes strong emotion in the reader.	
<b>4. Word choice</b>	Chooses nonspecific or distracting words that limit meaning. May include slang and colloquialisms.	Chooses ordinary words using adequate verbs, nouns, adjectives, and phrases.	Chooses correct words that result in clarity.	Chooses interesting, specific and accurate words that contribute to communicating the writer's purpose.	
<b>5. Sentence Fluency</b>	Writes sentences containing unnecessary words that detract from the meaning. Constructs sentences that lack variety in beginning, length, and structure, and that lack rhythm and pattern when read aloud.	Writes sentences containing some unnecessary words but with fairly clear meaning. Provides some variety in sentence beginning, length and structure that follow a predictable pattern and rhythm when read aloud.	Includes words that are necessary for clear meaning. Varies beginning, length, and structure of sentences, which sound smooth and rhythmic when read aloud.	Correctly and creatively uses full variety of sentence structures. Sentences invite expressive reading.	
<b>6. Writing Conventions: Grammar/ Spelling/ Usage/Punctuation</b>	Writes with a minimal grasp of standard writing conventions; numerous errors impair readability.	Writes with a basic grasp of the standard writing conventions; occasional errors may impair readability.	Writes with a good grasp of standard writing conventions: capitalization is proper; punctuation is smooth and enhances meaning; spelling and grammar are essentially correct.	Writes with a strong grasp of the standard writing conventions; all conventions are properly applied.	
<b>7. Presentation / Formatting</b>	Produces writing that looks untidy and does not follow basic formatting rules (e.g. margins, headers & subheaders).	Produces writing that looks fairly neat but violates some formatting rules.	Produces writing that looks neat but violates one or two formatting rules.	Produces clean, neat, and easily read document in which the form and presentation of the text enhance the written message.	
<b>Outcome b: The student writes in a variety of text forms using various credible sources</b>					
<b>Audience Awareness</b>	Shows little or no awareness of the audience or of the text form's requirements.	Writes as a novice attempting to please an expert.	Meets reader's needs with some skill, but is not consistently successful.	Writes in an individual, compelling, and engaging way, showing an awareness of and respect for the audience, and for the purpose of writing.	
<b>Citation</b>	Neglects important sources. Overuses quotations or paraphrases, which substitute for writer's own ideas. May use source material without acknowledgement.	Uses relevant but limited and similar sources and/or the skillful combination of sources. Uses quotations and paraphrased text that may be too long and/or inconsistently referenced.	Uses sources to support, extend, and inform, but not to substitute for writer's own development of ideas. Does not overuse quotes, but may not always conform to required style manual.	Cites bibliographic information in assigned format. Combines material from a variety of sources, including personal observation, scientific data, authoritative testimony.	

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## Course outcomes process

Instructors are working together to create **one** set of outcomes for each course taught at NWIC using the procedure below. All sections of a course – regardless of location or method of instruction – will have the same set of course outcomes. Instructors will be able to access the list of outcomes for each course on our website. We hope this process will help to increase consistency, clarify standards and improve communication among faculty at NWIC. **Please contact Anne Marie Karlberg at [amkarlberg@nwic.edu](mailto:amkarlberg@nwic.edu) or (360) 392-4255 with questions or ideas.**

### Procedure for creating course outcomes

1. Download and read carefully the following documents:
  - (a) [How to write effective learning outcomes](#)
  - (b) [Instructions for completing the course outcomes form](#)
  - (c) [List of NWIC competencies and outcomes](#)
2. Check the [NWIC Course List \(of drafts of course outcomes forms\)](#). You are responsible for submitting a form for all the course(s) you are currently teaching (one form per course per group).
3. Course outcomes have already been created for the courses listed in **red** on the *NWIC Course List* (above). For these courses, please click on the link and review and update both the course outcomes and the NWIC outcomes and email Shidon the updated form. For each course you teach that is listed without a **red** link, please download a [blank course outcomes form](#).
4. Check the [list of instructors' email addresses](#) and contact the facilitator of your group (the instructor's name in bold). If your name is in **bold**, please initiate and facilitate discussions for each of the courses for which you are listed. If there are no names listed in **bold** this either means that you are the only instructor for that course, the course is new and a facilitator has not been appointed, or simply no facilitator has been appointed. If this is the case, please take the initiative to contact and begin the course outcomes process for your courses!
5. Work with your group to identify NWIC outcomes and course outcomes for the courses for which you are listed.

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## Survey Results and Reports

### Survey Results

1. [Community College Survey of Student Engagement \(CCSSE\)](#) (Winter 2005)
2. [Student Opinion Survey](#) (ACT) (Spring 2003)
3. [Alumni Survey](#) (1990 - 2003 graduates) [Alumni Narrative Responses](#) (2004)
4. [Teaching and Assessment Methods](#) (does not include summary) (2003) [Summary only](#)
5. [Needs Assessment](#) (does not include summary) (2003) [Summary only](#)

### Reports

1. [Student Success](#) (includes enrollment numbers, graduation numbers and rates, retention rates and course completion rates) (August 2006)
2. [First Year Experience](#) (August 2007)
3. [American Indian Measures for Success Factbook \(AIMS\)](#): includes quantitative and qualitative indicators of tribal college success
  - a. [Summary of all tribal colleges \(2005\)](#)
  - b. [NWIC \(2005\)](#)
4. NWIC Annual Enrollment Report: [2004 - 2005](#) [2005 - 2006](#) [2006 - 2007](#)
5. IPEDS Data Feedback: [2006](#) [2005](#)
6. [NWIC Strategic Plan](#) (2004 - 2009)
7. [NWIC to WWU Transfer Data 1996-2006](#) (2007)
8. [Assessment in a Tribal College Context: A Case Study of NWIC](#) (by Anne Marie Karlberg, 2007; thesis)

### Blank Surveys (see results in reports above)

1. [Institutional Health](#) (conducted in 2005)

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## Survey Results and Reports

### Survey Results

1. [Community College Survey of Student Engagement \(CCSSE\)](#) (Winter 2005)
2. [Student Opinion Survey](#) (ACT) (Spring 2003)
3. [Alumni Survey](#) (1990 - 2003 graduates) [Alumni Narrative Responses](#) (2004)
4. [Teaching and Assessment Methods](#) (does not include summary) (2003) [Summary only](#)
5. [Needs Assessment](#) (does not include summary) (2003) [Summary only](#)

### Reports

1. [Student Success](#) (includes enrollment numbers, graduation numbers and rates, retention rates and course completion rates) (August 2006)
2. [First Year Experience](#) (August 2007)
3. [American Indian Measures for Success Factbook \(AIMS\)](#): includes quantitative and qualitative indicators of tribal college success
  - a. [Summary of all tribal colleges \(2005\)](#)
  - b. [NWIC \(2005\)](#)
4. NWIC Annual Enrollment Report: [2004 - 2005](#) [2005 - 2006](#) [2006 - 2007](#)
5. IPEDS Data Feedback: [2006](#) [2005](#)
6. [NWIC Strategic Plan](#) (2004 - 2009)
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[Graduate Survey](#)

## ***Assessment at NWIC***

***"Through education, Northwest Indian College promotes indigenous self-determination and knowledge."***

If you have any questions or ideas about assessment-related topics, please contact Anne Marie Karlberg, NWIC Coordinator, at [amkarlberg@nwic.edu](mailto:amkarlberg@nwic.edu) or (360) 392-4255.

Northwest Indian College is dedicated to **student excellence**. Assessment of student learning is an essential step in the process of continuous improvement. It is a systematic process of gathering, interpreting, and using information regarding student performance and perceptual data to improve learning and the quality of academic programs. Currently, NWIC is developing formal processes to assess student learning at the program, department, and course levels.

**NWIC competencies and outcomes:** At the **college-wide level**, NWIC is articulating six NWIC competencies as the first phase of its assessment of student learning efforts. Students who complete a program of study at NWIC will have demonstrated proficiency in: oral communication; written communication; computer skills; quantitative skills and reasoning; cultural, values, and history; and specific outcomes that will be assessed when a student enters the college and reinforced throughout many courses.

**Course outcomes:** At the **course level**, instructors are working together to create one set of course outcomes for all sections of a course – regardless of location or method of instruction – will have the same set of course outcomes. This process will increase consistency and clarify standards for students and improve communication among faculty.



# Thank you!

