



# Institutional Assessment at NWIC

Anne Marie Karlberg

Institutional Assessment and  
Research Coordinator

Northwest Indian College

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

(360) 392-4255

[amkarlberg@nwic.edu](mailto:amkarlberg@nwic.edu)



# Components of Assessment at NWIC

**Assessment inventory**

**Mission statement**

**Assessment data**

- Indirect indicators: surveys
- College-wide indicators: rates
- Direct indicators: college, program and course outcomes

**Learning, teaching and assessment approaches**

**Process**

- Faculty
- Administrators
- Assessment process

**Imbed assessment in college processes**

**NWIC assessment website**

**Retention strategies**

**Challenges**

**Next steps**

**Why NWIC has been relatively successful**

**Benefits**





# Assessment/Plan Inventory

- a. determine what assessment procedures currently exist (or what the college is planning in terms of assessment)
- b. determine how the information is used (or will be used) for making decisions and improving the college





# Mission Statement

- a. update mission statement  
(during the strategic planning process)
- b. increase familiarity with, appreciation  
of, and support for the mission
- c. accomplish the mission





# Mission

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

Fun activities increased familiarity and support (e.g., all staff have the NWIC mission and their own mission posted in their offices).





# Assessment Data

1. **Indirect indicators:** ask students to reflect on their learning (e.g., surveys, such as graduate or student satisfaction surveys)
2. **College-wide indicators:** do not necessarily indicate student learning but do reflect the overall condition and effectiveness of the college (e.g., rates, such as retention and graduation rates, student-faculty ratios, and enrollment trends)
3. **Direct indicators :** require students to demonstrate their learning (e.g., essays, capstone projects, tests, and presentations)

...Try to use a combination of these 3 types of data at the *college, program* and *course* levels!



## Indirect Indicators: Surveys

- Needs Assessment (locally designed; 2003)
- Teaching and Assessment Methods (locally designed; 2003)
- Student Opinion (ACT and locally designed; 2003)
- Alumni Survey (ACT & locally designed; 2004)
- Community College Survey of Student Engagement and the Faculty Survey of Student Engagement (exploring active student involvement in learning)(2005)
- Institutional Health (locally designed; 2005)
- Graduate (online; 2006)
- Course evaluations (online; 2006)



# College-Wide Indicators: Rates

- student enrollment data
- retention rates
- graduation rates
- course completion rates
- transfer data







# Retention Rates

**One quarter:** Of students who attempted at least one credit in a quarter, the percent who completed at least one credit that quarter

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

**Fall to fall:** Of students who completed at least one credit one fall quarter, the percent who completed at least one credit the following fall quarter



## *Type of Student* Definitions

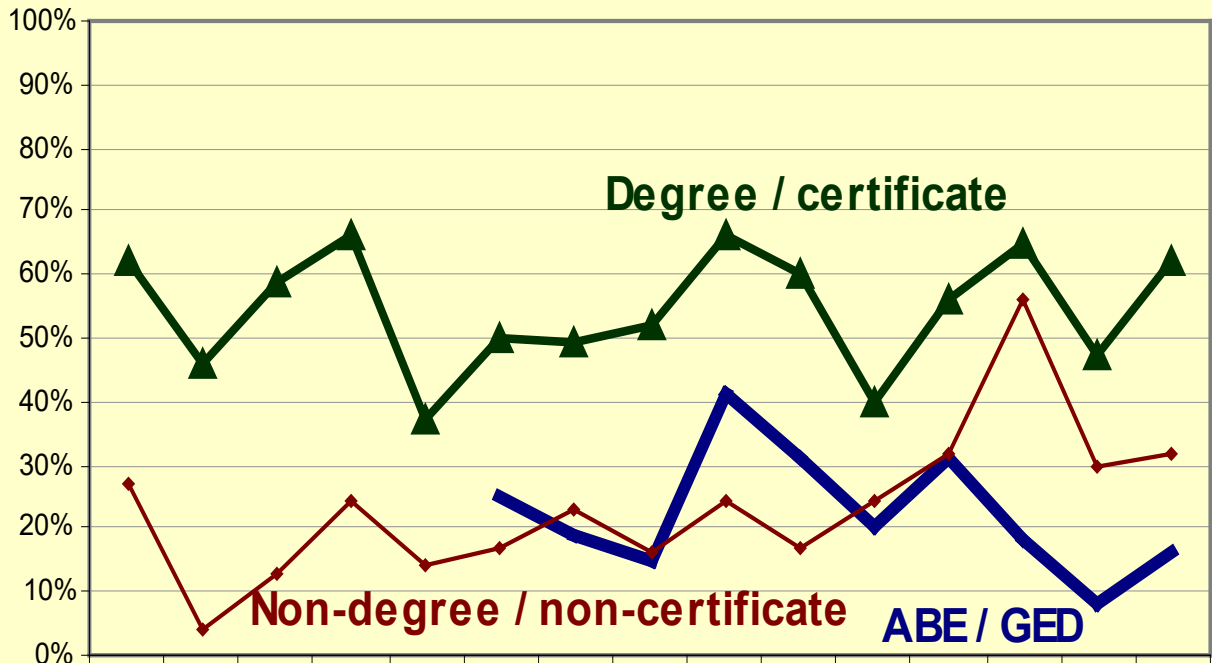
**Degree/certificate students:** students taking credit courses who declared a major (degree or certificate)

**Non-degree/non-certificate students:** students taking credit courses who did not declare a major

**ABE/GED students:** non-degree / non-certificate students taking ABE/GED courses



# Quarter to Quarter Retention by Type of Student\* 2000 - 2005



	W 00 to Sp 00	Sp 00 to F 00	F 00 to W 01	W 01 to Sp 01	Sp 01 to F 01	F 01 to W 02	W 02 to Sp 02	Sp 02 to F 02	F 02 to W 03	W 03 to Sp 03	Sp 03 to F 03	F 03 to W 04	W 04 to Sp 04	Sp 04 to F 04	F 04 to W 05
Degree/Certificate	62%	46%	59%	66%	37%	50%	49%	52%	66%	60%	40%	56%	65%	47%	62%
ABE/GED						25%	19%	15%	41%	31%	20%	31%	18%	8%	16%
Non-degree/cert	27%	4%	13%	24%	14%	17%	23%	16%	24%	17%	24%	32%	56%	30%	32%
<b>Total</b>	<b>54%</b>	<b>29%</b>	<b>46%</b>	<b>56%</b>	<b>30%</b>	<b>41%</b>	<b>39%</b>	<b>39%</b>	<b>57%</b>	<b>46%</b>	<b>33%</b>	<b>47%</b>	<b>54%</b>	<b>35%</b>	<b>47%</b>

\* Of students who completed one or more credits in a quarter, the % who completed one or more credits the following quarter



# College-Wide Indicators

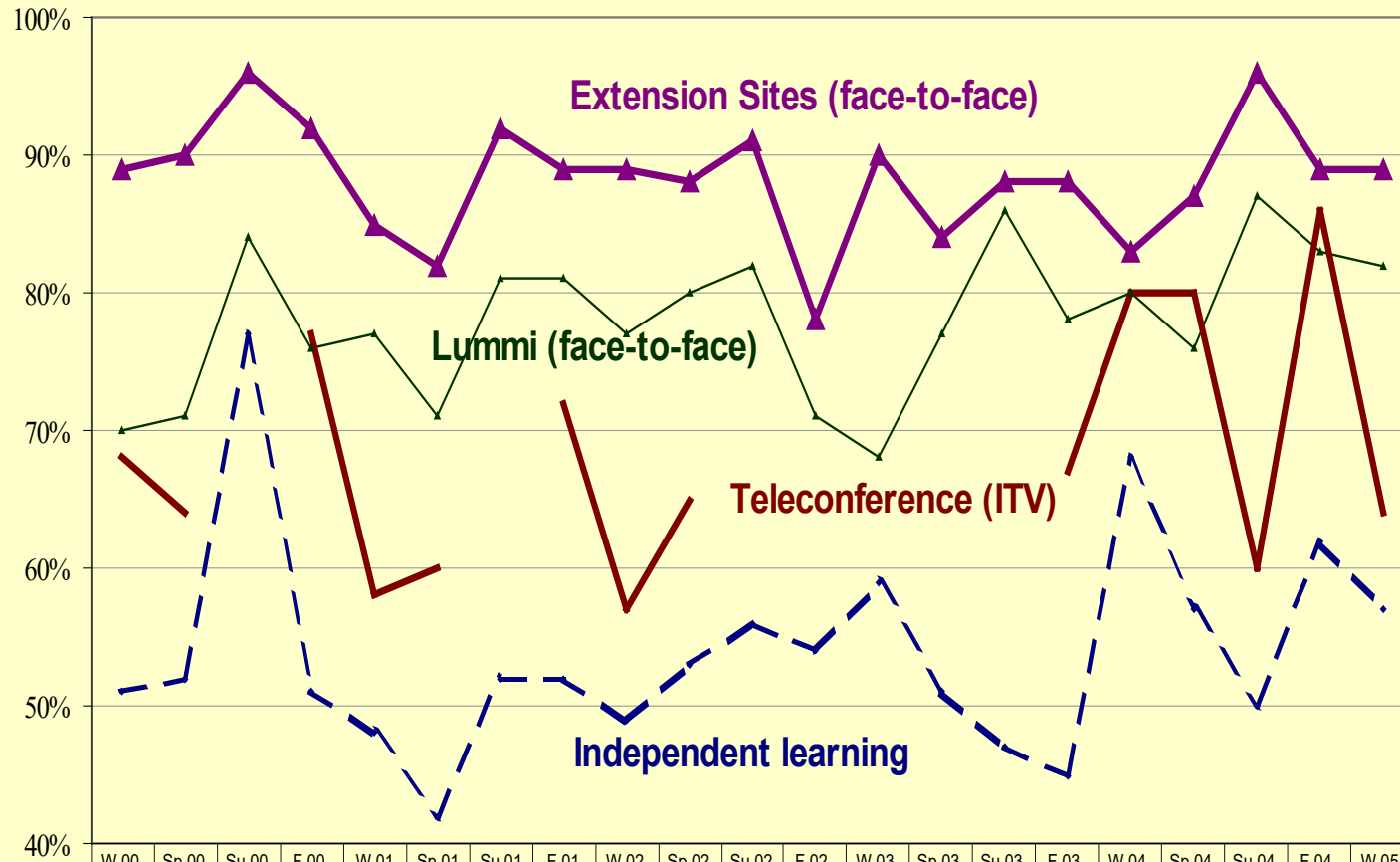
- student enrollment data
- retention rates
- graduation rates
- course completion rates
- transfer data



# Course Completion Rates by Mode of Learning

## *Credit Courses 100 level and above\**

### 2000 - 2005



	W 00	Sp 00	Su 00	F 00	W 01	Sp 01	Su 01	F 01	W 02	Sp 02	Su 02	F 02	W 03	Sp 03	Su 03	F 03	W 04	Sp 04	Su 04	F 04	W 05
Off campus (face-to-face)	89%	90%	96%	92%	85%	82%	92%	89%	89%	88%	91%	78%	90%	84%	88%	88%	83%	87%	96%	89%	89%
Lummi (face-to-face)	70%	71%	84%	76%	77%	71%	81%	81%	77%	80%	82%	71%	68%	77%	86%	78%	80%	76%	87%	83%	82%
Teleconference	68%	64%		77%	58%	60%		72%	57%	65%						67%	80%	80%	60%	86%	64%
Independent Learning	51%	52%	77%	51%	48%	42%	52%	52%	49%	53%	56%	54%	59%	51%	47%	45%	68%	57%	50%	62%	57%
Total	73%	77%	91%	80%	74%	71%	79%	81%	76%	74%	79%	71%	76%	74%	81%	74%	78%	75%	80%	83%	81%

\* The % of successful completion enrollments of credit courses 100 level and above.



# Direct Indicators: Assess College, Program and Course Outcomes

## “Assessment as learning” (Alverno College)

- students should always learn something from being assessed and
- this information should be used to improve student learning

## Learning outcomes may be demonstrated at 3 levels:

- **college level:** where students are assessed with regard to a set of general education or college-wide outcomes
- **program level:** where students demonstrate their learning of program outcomes through capstone experiences, and
- **course level:** where students are evaluated on their short-term learning of course outcomes



# Direct Indicators: Assess College, Program and Course Outcomes

1. Identify what we would like students to be able to do (academic, **cultural**, and other outcomes).
2. Determine how we will know they are able to do it (create assessment tools and rubrics).
3. Determine when students will be assessed (create a curriculum map that identifies gaps in curriculum).
4. Assess the students (at entry and at exit).
5. Analyze and report back the results.
6. Use the results to improve student learning and to refine policy and practice.
7. Educate students about the relevancy of learning outcomes and the role of assessment in their education.



# NWIC Competencies/Outcomes

What skills would we like NWIC graduates to have when they graduate?

- Cultural
- Written communication
- Oral communication
- Computer
- Quantitative
- Reading







## NWIC Outcomes (cont'd)

**Computer skills:** Graduates will be able to...

- use word processing software for communication (e.g., MS Word)
- use spreadsheet software for communication, computation and graphic data representation (e.g., MS Excel)
- use presentation software for communication (e.g., MS PowerPoint)
- use the Internet for research
- use E-mail for communication
- use electronic library resources



## NWIC Outcomes (cont'd)

Computer skills: Graduates will be able to...

- use word processing software for communication (e.g., MS Word)

Level of Accomplishment and Criteria (for pre- and post-tests)

1. **Pre-Novice:** Is unable to produce a basic word-processed document
2. **Beginning:** Produces a basic word-processed document with minimal (default) formatting.
3. **Developing:** Produces a word-processed document, such as a basic class report, an informal letter, or resume, using basic formatting tools (e.g., fonts, spacing, indents, margins, and spell checking).
4. **Accomplished:** Produces a word-processed document that is formatted to the standards of a second-year university research paper (using MLA format).
5. **Exemplary:** Produces a word-processed document that is publication-quality (using, for example, galley templates, expanded formatting and automatic footnoting).



# Course Outcomes

Faculty are consulting with one another and are developing consistent standards for all courses regardless of where or how the courses are taught.

Each course identifies two types of learning outcomes that will be assessed during the course...

1. NWIC outcomes
2. Course specific outcomes (unique set of outcomes)

The outcomes are assessed in two ways:

1. Directly: instructors assess students' work
2. Indirectly: students identify how well they think they have mastered each of the outcomes (on course evaluation forms)





## Course Outcomes (cont'd)

### Course evaluation form: Early Childhood Education

Indicate the extent to which you agree with the following statements.

- (1) Strongly disagree      (3) No opinion      (4) Agree  
(2) Disagree      (5) Strongly agree

**Course learning outcomes:** *As a result of this class, I am able to...*

1. use four child study tools and apply the knowledge gained to at least five teaching and learning situations.
2. state the importance of play to children's learning and describe an environment appropriate to learning through play...

**NWIC learning outcomes:** *As a result of this class, I am better able to...*

1. write standard English (written communication skills).
2. use E-mail for communication (computer skills).



# Learning, Teaching and Assessment Approaches

- meaningful, relevant and contextualized experiences
- traditionally used by tribal people, such as practice apprenticeships, observations, and ceremonies
- an integrated & experientially grounded curriculum
- authentic assessment approaches such as self-reflecting and self-assessing, applying concepts to a relevant context, teaching material to peers, writing about a subject, and asking essential questions
- the incorporation of traditional culture and knowledge throughout the curriculum
- formative classroom assessment techniques (short, frequent, ungraded attempts to assess student learning) to provide immediate in-class feedback



# Faculty

- remain open-minded and respond collaboratively to create meaningful assessment processes
- drive the assessment process (with help from Ass. Coor.)
- take ownership of assessment and embrace it as an intrinsically valuable developmental process whereby learning can be continually improved through evaluation, reflection, and identification of needs for change
- increase focus on learning rather than teaching
- provide students with numerous, varied, and meaningful opportunities to practice skills and receive feedback
- use the assessment process and its results to improve learning
- receive compensation or rewards for learning about and implementing assessment processes
- receive thanks for their assessment efforts & achievements publicly through institutional processes and practices



# Administrators

- respond in respectful, cooperative, & supportive ways
- collaborate with faculty
- provide visible advocacy as well as real material and financial support for assessment; thank faculty
- solicit feedback, ideas, & input from staff & faculty & incorporate these suggestions into plans & decisions
- streamline and simplify meetings and reduce administrative obstacles to the assessment process
- refer regularly to the assessment process and its results in reports and presentations to internal and external audiences
- communicate results to the community and board of trustees



# Assessment Process

- be streamlined and simplified so that time is used effectively
- include individuals from the entire college
- originate within the college, serve its needs, and enrich it
- be culturally appropriate
- be conducted in a responsible, respectful and ethical manner
- be relevant, valuable and meaningful to the tribal college
- be a participatory, consultative, collaborative & flexible process
- educate all staff / students to improve their assessment skills
- be sensitive to the needs/pace of all staff at the college
- report results in an **ongoing** way so that the information can be used to improve student success and learning
- contribute to tribal self-determination and knowledge





# Embed Assessment in College Processes

- strategic planning
- curriculum review
- budgeting
- program mission statements
- program review
- First Year Experience
- college catalogue
- college publications
- website
- assessment coord. office location
- job descriptions and announcements
- grading criteria
- distance learning
- service learning projects
- learning communities and cohorts
- course evaluations
- teaching evaluations and peer reviews
- faculty meetings: held over ITV; share assessment ideas



# NWIC Assessment Website

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

**A working website for developing...**

- Course outcomes
- NWIC competencies and outcomes

**A link to our course evaluation website and instructor peer review forms**

**A link to reports**

- Alumni Survey (1990 - 2003 graduates)
- First Year Experience Report (March 2006)
- Student Success (graduation, retention and course completion rates; July 2005)
- Teaching and Assessment Methods (2003)
- Annual Enrollment Report (2004 - 2005)
- IPEDS Data Feedback Report (2005)
- NWIC Strategic Plan (2004 - 2009)
- Needs Assessment (conducted in 2003)
- Institutional Health (survey only; not the report; 2005)



## Retention Strategies

- athletic program
- co-curricular activities (e.g., speech / AIHEC)
- First Year Experience
- Family Education Model
- institutional health initiative (all staff Fridays)
- strategic planning updates/reviews
- service learning
- internships
- seminar
- tutoring center
- counseling
- multiple modes of learning (online, ITV, independent)
- faculty/student service collaboration with student clubs
- incorporate educational site students & faculty into activities
- instructors visit site students



# Challenges

- approaching assessment in a culturally appropriate and meaningful way
- lack of time / manpower
- reporting results back to the tribal college community (i.e., formal presentations, informal brown bag lunches, posting information on the assessment website, etc.,)
- initially, some individuals were critical of NWIC trying to “measure” cultural aspects





## Next Steps

- develop more culturally appropriate and meaningful assessment strategies
- continue with course outcomes process
- continue with NWIC outcomes process
- develop program outcomes process
- create a formal assessment plan and cycle
- involve students in assessment processes
- report results back in a more timely, consistent and ongoing way
- assess the impact of the college on local tribal communities
- develop *cultural* outcomes



# Impact on Local Tribal Communities

- improves the local tribal economy and quality of life
- improves the standard of living
- increases the capacity for tribal leadership
- promotes wellness and healthy lifestyles
- restores traditional values and skills
- rebuilds cultural knowledge
- provides hope for tribal community members
- preserves and revitalizes the use of Native languages





## *Cultural Outcomes*

For example:

- know their tribal inherent rights and understand why those inherent rights are important
- practice their traditional ways of living (e.g., art, rituals, traditional practices, music, dance)
- know about their past
- know their elders
- increase tribal civic participation (i.e. voting)
- understand the historical experience of Native Americans
- know their Native language
- understand contemporary Native issues





# Why has NWIC's assessment process been relatively successful?

1. **Administrative/leadership support:** financial incentives, time and resources; food!
2. **Faculty support:** positive morale; ownership of process; deep commitment to students and to college mission; started with interested and supportive faculty
3. **Assessment coordinator (full-time):** sensitive to time constraints & concerns; flexible; enthusiastic; clear direction; office located in faculty/cultural building
4. **Trust between faculty and administration**
5. **Strategic planning:** general support of the process
6. **College-wide buy-in**
7. **Increased consistency and standards:** desired by faculty and students (e.g., many sites)
8. **Accreditation pressure**
9. **Cultural focus:** desire to found the curriculum on cultural knowledge, values and skills
10. **Focus on teaching rather than research at NWIC**





## Benefits / Results

### Short-term:

- improved faculty communication about teaching and learning
- enhanced discussions about cultural outcomes
- increased consistency among all sites
- more focused curriculum on essentials (culture, writing, speaking, etc.,)
- more unified vision

### Long-term:

- increased student learning





Questions? Comments?

