

NWCCU Guidelines | PREPARING MID-CYCLE SELF-EVALUATION REPORTS

Purpose and Process

Conducted in the third year of the seven year cycle, the Mid-Cycle Evaluation is intended to ascertain an institution's readiness to provide evidence (outcomes) of mission fulfillment and sustainability in the Year Seven. It is to assist institutions in determining if the process of outcomes assessment will lead them to a successful Year Seven self-evaluation and peer evaluation. It is intended to be a formative and collegial evaluation with the institution in conversation with the evaluators.

Guidelines Overview

The Mid-Cycle Self-Evaluation (MCE) includes institutional self-evaluation on its assessment efforts at both the macro and micro level. Macro refers to an overview of the entire process of assessment for mission fulfillment at the institution. Micro refers to providing representative examples of the details of the assessment process. Thus, the MCE will include three parts; Part I: Overview of entire assessment plan; Part II: Representative examples of assessment process from beginning to end; and Part III: Evaluative overview in the light of Parts I and II.

Part I: Overview of Institutional Assessment Plan

Informed and guided by Standards 1 and 3-5, Part I of the MCE will be a narrative shaped by the questions below describing the institution's plan for linking/aligning mission (Standard One) with mission fulfillment and sustainability (Standard 5).

As you analyze your assessment plan please respond to the following questions:

- Describe/explain your process of assessing mission fulfillment. Who is involved in the assessment? Is the Board of Trustees involved?
- Are your core themes and objectives still valid?
- Is the institution satisfied that the core themes and indicators selected are providing sufficient evidence to assess mission fulfillment and sustainability? If not, what changes are you contemplating?

Part II:

The institution will provide two representative examples of how it has operationalized its mission and core themes progressing from objectives to indicators to outcomes to mission fulfillment. These examples should be regarding student learning either at the institutional, program or course level. They should illustrate how you are "closing the loop" on student learning assessment.

As you provide these examples please include analysis in regard to the following questions:

- Are your indicators, for the selected examples, proving to be meaningful? Do you have too many indicators or too few?
- What has the institution learned so far and what changes are contemplated? What has been your progress to date using the data? Do the data tell you what you are looking for?
- How are data being collected, analyzed, and utilized and the findings communicated to constituents?

Part III:

In light of your analysis in Part I of your overall assessment plan and in light of your analysis of the representative examples you provided in Part II please respond to the following question:

- Moving forward to the Year Seven what will you need to do?

No response to Eligibility Requirements is necessary.

If responses to Recommendations have been requested to accompany the Mid Cycle Evaluation please include these in a separate document.

Process

1. There will be a 1 ½ day onsite visit of two evaluators. The visit will be collaborative and formative.
2. The self-evaluation report will be due 4-5 weeks prior to the visit.
 - The body of the report should be approximately 10-15 pages in length
 - Examples of assessment can be appendices to the report but should be concise
3. Evaluators will coordinate with the ALO to determine who will be involved in the campus process. The visit should include senior leadership including the President and those involved in the process.
4. The evaluators will have a closing formative conversation with the institution to share their findings.
5. The Board of Commissioners will review the Self-Evaluation and the Peer Evaluation and determine whether the Self-Evaluation is acceptable or unacceptable.

Report Layout

1. Use letter size portrait orientation (8½" wide by 11" high) with 1" margins on all sides.
2. Use 11- or 12-point type face for the body of the report. Larger fonts may be used for major headings which should be in bold print face and double spaced from the text. Do not use script or italic as the primary font.
3. Number all pages (except Title page and Table of Contents page).
4. Title page to include:
 - a. Title of Self-Evaluation Report
 - b. Name of Institution
 - c. Date Submitted
5. Table of Contents
6. Single space text in the body of the report.

Publication of Report

Print Version

1. Except for the front and back covers of bound reports, use WHITE 20 pound paper.
2. Other than the Title Page and Table of Contents page, print on BOTH SIDES of the paper.
3. Staple the report in the upper left corner

Electronic Version

1. Provide the body of the self-evaluation report as a single Windows-compatible Adobe Acrobat file. If included, appendixes may be sent as a single Adobe Acrobat file. *Non-Acrobat files and multi-file documents may be returned.* The file should be emailed to: reports@nwccu.org.

Submission of the Report

Submit the following to the Commission Office:

1. Two (2) printed copies of the self-evaluation report;
2. One (1) electronic copy of the self-evaluation report; (either by email or on electronic media) and
3. One (1) copy of the institution's catalog.

Submit the following to each evaluator:

1. One printed copy of the self-evaluation report;
2. One electronic copy of the self-evaluation report (may be negotiated if evaluators prefer electronic versions only)

Please contact the Commission Office at 425-558-4224 if you have questions on these guidelines.