3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

1. The currency of courses and programs are assured through regular review and evaluation. Academic departments submit Program Review Self Studies to the Office of Academic Affairs on a 5-year rotation cycle. Each Program Review Self-Study includes sections describing how the program determines currency in curriculum and course content. If a program determines that maintaining currency requires a fundamental course or curricular updates, revisions are submitted to and reviewed by the Curriculum Committee.

Further indicators that content is current at Northwest College (NWC) and that students are held to appropriate levels of performance include:

- Specialized accreditation. There are several programs at NWC with specialized accreditation including:
    - Art (accredited by the National Association of Schools of Art and Design);
    - Music (accredited by the National Association of Schools of Music); and
    - Nursing (accredited by the Accreditation Committee for Education in Nursing).

Accreditation by these external agencies requires programs to demonstrate a commitment to and excellence in learning in their respective areas. This specialized accreditation can be taken as proxy evidence of both currency and the achievement level required of students in these programs (see 4.A.5.).

- Articulation and Transfer Agreements. As a result of annual articulation summits, 93 percent of NWC courses are approved for transfer to the University of Wyoming and other Wyoming community colleges. When a new course is approved by NWC's Curriculum Committee (see 4.A.4.), the Office of Academic Affairs submits the new course proposal to the Wyoming Community College Commission (WCCC) for external confirmation that the course meets the standards of equivalent courses elsewhere in the state. Upon approval by the WCCC Coordinator for Articulation and Transfer, the course is added to either the Course Transfer

Guide or the Vocational and Technical Course Listing Guide. At the program level, 42 percent of transfer programs have completed "2+2" articulation agreements with related programs at the University of Wyoming. These agreements chart a path for completion of an associate's degree at NWC in two years, and a bachelor's degree at UW in two more years. The NWC Education Department has a similar agreement with Valley City State University. The 27 percent of our graduates who transfer to these and other 4-year institutions (most commonly Montana State University, University of Montana, and Black Hills State University) can carry their NWC credits with them, indicating that most of NWC's courses meet the standards for articulation.

2. NWC awards four types of associate degrees: Associate of Arts, Associate of Science, Associate Degree in Nursing, and Associate of Applied Science. NWC also offers Skills Certificates and Comprehensive Skills Certificates. All associate degrees have program-level learning outcomes that align with General Education outcomes. With guidance from the Central Assessment Team (CAT), programs revised their learning outcomes between 2014 and 2016 (see 4.B.) to improve measurability and more accurately reflect faculty expectations for student learning.

3. NWC provides consistent quality of programming across a variety of delivery formats (each with the percentage of courses offered from Spring 2012 through Spring 2017 noted):

Delivery Format (and Description)	# of classes	% of overall classes
Face-to-face class sections (classes taught on our main campus and at our two outreach centers)	6813	82
Online class sections (delivered using the Moodle Learning Management System)	829	10
Hybrid class sections (structured around both face-to-face and online instruction)	204	2
Concurrent enrollment (classes taught at the high school by high school faculty approved as NWC adjuncts)	308	4
Web/Video Conference (classes in which some or all students connect to a face-to-face class in real-time via web camera)	121	1
Dual enrollment (classes taught in any modality by NWC faculty, for which high school students may receive both high school and NWC credit)	N/A	N/A
TOTAL Class Sections 2012-2017	8275	100

Learning Outcomes are standard across all modes of delivery.

Faculty teaching courses online are trained in the use of the technology and the pedagogy for quality online instruction in an online training course. Online classes are reviewed by the Instructional Technology Coordinator (proper use of the LMS), Division Chair (content) before the first delivery of the course, and by the Dean of Student Learning for all of the above. Students evaluate these classes every semester. NWC has recently purchased and plans to implement software for enhanced quality control of online instruction.

Concurrent enrollment classes, those taught at the high school by high school faculty approved as

adjuncts for NWC, meet the same criteria as all classes. Because this is a special environment for college classes, we take extra measures to ensure program quality.

- Adjuncts attend an orientation, before the first time they teach, that covers NWC-specific expectations of instructors (e.g., syllabi, grade submission, student evaluation process), support services available to all students, and the structure of NWC degrees. Adjuncts are required to meet with their divisions at least annually to discuss content and rigor in the concurrent enrollment classroom.
- Students evaluate every class every semester.
- Adjuncts are evaluated by the Division Chair or designee in a site visit at least once during the first semester it is taught.
- The Academic Affairs Office monitors data to track concurrent enrollment students' success after graduation from high school.

Adjuncts and full-time faculty teaching at the NWC Cody Center follow the same criteria for program quality and learning goals as classes taught on campus.

Sources

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3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

1. Based on a charge by the Vice President for Academic Affairs (VPAA), the Curriculum Committee (CC) began revising the general education categories and outcomes in Fall 2015 and proposed those categories, presented them to the faculty for input and established credit hour requirements for each category to standardize them across AA and AS degrees in Spring 2016. The final General Education Categories, Outcomes and requirements were approved by the Curriculum Committee in Fall 2016. The new General Education requirements take effect for AA and AS programs in Fall 2017 with implementation in AAS programs in Fall 2018.

The General Education Outcomes support Northwest College's (NWC) mission. As the above website indicates, the "US & Wyoming Government" requirement is mandated by the State of Wyoming. The CC adopted the "First-Year Seminar" requirement because best practices literature shows that such seminars improve student retention and performance at college and beyond, consistent with our mission to be "student-centered" and "retain and graduate students." General Education requirements "Communication" and "Creativity" support NWC's mission to "prepare students for transfer, career, and life" as the literature demonstrates that these two qualities regularly appear on the top ten traits employers desire. The "Human Condition" requirement speaks to the Mission Statement's desire to "Cultivate Community," given that participation in our increasingly global community requires attention to multiple and changing points of view. The General Education categories are broad in nature, including skills commonly associated with STEM classes, Humanities classes, and Social Science classes; current literature shows that a liberal-arts background best prepares students for the changing and unpredictable economy by helping them "develop skills adaptable to changing environments"; this is consistent with the mission's emphasis on being "forward thinking" so as "to prepare students for transfer, career, and life."

2. NWC clearly articulates all related areas of its general education requirements. Specifically, the

purpose of general education is laid out in the NWC Philosophy of General Education Statement available publicly on the Office of Academic Affairs web page. The rationale for general education content areas and learning outcomes are published at the same location and included in the college catalog.

The General Education categories and outcomes are based on the NWC Philosophy of General Education Statement and represent the broad knowledge, intellectual concepts, and skills and attitudes that NWC believes every college-educated person should possess. In developing these categories, the CC surveyed comparator institutions to ensure that NWC is consistent with national priorities.

3. The recently adopted General Education will require all students, regardless of program, to complete coursework in the First Year Seminar (FYS), Communication (COM), Quantitative Reasoning (QR), Physical and Natural Sciences (PNS), and Creativity (CR).

The categories, what they examine, the criteria for the NWC Curriculum Committee to approve the course to meet that requirement, and the academic areas represented in those approved courses are detailed in the following table:

Category	Area of Examination	Criteria
FYS	First Year Seminar courses, as part of NWC's First Year Experience program, are dedicated to successful student transition to college. First Year Seminars pave the way for college success through connecting students to campus areas and programs, providing academic advising, and providing peer mentoring and/or success coaching. These courses empower students to succeed and help solve academic problems.	Courses must meet all six outcomes listed below. (Prepare students to:) 1. Take responsibility for their own education. 2. Access and utilize campus student resources. 3. Make use of a variety of computer programs and technology available to students for use. 4. Develop both an academic plan and a career plan. 5. Begin to develop a social connection with the

<table>
<tr><td></td><td></td><td>institution.
6. Access and utilize a variety of online databases and academic information resources for their research needs.</td></tr>
<tr><td></td><td></td><td>Courses must meet all five outcomes listed below.

(Prepare students to:)

1. Describe the different purposes of written, oral, and digital messages and employ appropriate organizational strategies, including developing a thesis statement and main ideas to meet the needs of specific audiences.
2. Produce informative, analytical, and critical prose to respond to a</td></tr>
</table>

COM	Effective communication is fundamental to academic success and pursuit of a career. Communication foregrounds the importance of creating messages in English and other languages that are appropriate for a given audience while considering purpose, context, and ethical implications. The emphasis is on written communication and oral communication (audience analysis, composition revision, editing, and documentation, delivery). Providing a foundation for effective communication is information literacy (locating, evaluating, and analyzing materials) to determine sources' accuracy and appropriateness for a given rhetorical situation.	particular task or audience. 3. Deliver prepared presentations in a natural, confident, and conversational manner, displaying nonverbal communication that is consistent with and supportive of the oral message. 4. Use the accepted conventions including spelling, grammar, organizational structure, punctuation, delivery, and documentation in oral, written, and digital messages. 5. Find, analyze, evaluate, and document information appropriately using a variety of sources, including library resources.
		Courses must meet all four outcomes listed below. (Prepare students to:) 1. Isolate a pertinent

QR	Important questions can often be answered through the analysis of quantitative information. The ability to understand, use, and interpret quantitative arguments improves the efficiency of such analysis. Northwest College strives to develop a mathematical skill set that aids in the problem-solving process and guides one to a solution.	question or problem. 2. Use algebraic, numeric, or graphical representations to model the problem. 3. Identify appropriate problem-solving techniques. 4. Present convincing evidence to support a logical conclusion.
PNS	Northwest College strives to develop a scientific skill set that assists in analyzing data to guide decisions and facilitates problem-solving in the physical and natural realms of the universe. Scientific reasoning includes the practice of recognizing a pertinent question or problem, identifying essential information to solve the question or problem, and using logical and valid reasoning to come to a solution.	Courses must meet all five outcomes listed below. (Prepare students to:) 1. Explain the principles of the scientific method. 2. Formulate and test ideas through analysis and interpretation of data. 3. Use scientific and quantitative logic to examine contemporary problems. 4. Use quantitative data analysis as the basis for making critical judgments and drawing a

		conclusion.
		5. Examine the impact of technology on science and society
CR	Creativity is a core human attribute that plays an important role in adaptability, interpersonal communication, inquiry, and innovation. The benefit of creativity to all disciplines is increased knowledge through broader understanding and the generation of new methods and ideas. Creativity can be realized through the processes of conceptions, research, problem-solving, understanding abstract/symbolic representations, and the act of production.	Courses must meet three of the five outcomes listed below. (Prepare students to:) 1. Utilize existing ideas, images, or works in original ways. 2. Produce individual or collaborative forms of expression (e.g. oral, written, musical, or artistic). 3. Recognize and discuss abstract and symbolic representation. 4. Demonstrate resourcefulness in the process of problem-solving. 5. Develop relevant skills in the pursuit of aesthetic goals.

4. The recently adopted General Education will require all students, regardless of program, to complete coursework in the Human Condition (HC) Category. Courses approved for this category examine:

The character and complexities of the human species, as well as its behaviors, whether as individuals or in their collectivities as a subject of importance to civil society and the world. The framework of that discussion now includes a range of tools, methods, and vocabularies across

many disciplines that are legitimate and expected aspects of the manner in which an educated person contemplates these issues as a basis for evaluating individual and sociocultural structures and perspectives within and beyond one's own community. More than ever, diverse worldviews inform the educated person as she or he re-examines those structures and perspectives to understand the individual as a component in that context.

To be approved by the NWC CC to meet the HC General Education requirement, courses must demonstrate that they meet at least three of the five outcomes listed below:

1. Describe the concept of the individual as a factor in society.
2. Examine and explain differing human ideas, experiences, and perspectives and how those influence local and global societies, human behavior, and human social interactions.
3. Examine the role of diversity in human societies and how diversity impacts individual and global change.
4. Compare historical complexities and how those influence societies, politics, economics, social issues, and communications between groups of people.
5. Discuss how one's own perspective can be altered by exposure to worldviews.

Courses included in this category represent a variety of academic areas including Agricultural Economics, Anthropology, Art, Business, Communication, Criminal Justice, Economics, English, Geography, History, Humanities, Japanese, Political Science, Sociology, Social Work, and Spanish.

5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge. These contributions are regularly reported in Academic Affairs monthly reports to President and included in the Board of Trustees meeting documents. The following are excerpts from recent reports:

March 2017

Art Department:

- "Graphic Design Student Work Retrospective: A Decade of Design 2006-2016," an exhibit featuring the artwork of former Northwest College students, opened with an artists' reception in Sinclair Gallery in Powell on Tuesday, March 14. The exhibit includes the typography, advertising, logos, posters and illustrations of dozens of students and alumni who studied under Renée Tafoya, an associate professor of art and graphic design who retired from NWC in December 2016.
- John Giarrizzo's, Associate Professor of Art "Red Dessert/Highway #2" is one of the featured works at the 2016 Governor's Capitol Art Exhibition at the Wyoming State Museum.

Photography Program

- Northwest College's 2017 Juried Student Photo Show opened Tuesday, March 21, with an artists' reception in the Northwest Gallery. The show is an annual event featuring work by students enrolled in the NWC Photographic Communications Program. It contains representative samples of the photography career options offered at Northwest, including photojournalism, portraiture, fashion, product and advertising photography.

Biology Department:

- Matt Osborne, Instructor of Biology, Michael Cuddy, Assistant Professor Chemistry and Jay Dickerson, Assistant Professor of Biology met with two science teachers from Powell Middle

School to discuss the details of Northwest College hosting the regional Middle School Science Fair in January 2018.

Music Department:

- With the generous assistance of the Student Senate, the Music Technology Endowed Fund and donations to the NWC Foundation's Friends of Northwest Music, the music department took 21 students and three faculty members on a bus trip to Las Vegas and Los Angeles over Spring Break. Participating students included the Studio Singers and students from the Music Technology program. The singers performed a number of informal "shared" performances with high schools and colleges along the way receiving lots of useful performance experience and feedback from gifted directors and musicians. Music Technology students attended the Cirque du Solei Love show in Las Vegas with its awarding winning audio features as well as a studio visit to Audiograph International in Santa Monica. Additionally, Music Technology students visited the Grammy Museum, had a customized visit to pro audio retailer Vintage King and observed a recording session at Mira Costa College in Oceanside, CA. The highlight of the trip for all was an opportunity to witness the high-level technical achievements and performers at Disneyland. We wish to recognize Dennis Quillen, Maintenance Manager and his crew of capable drivers for providing professional and safe transport throughout our journey.
- The NWC Concert Band and Jazz Band I, under the direction of Craig Olson, Visiting Instructor of Music; Director of Bands, performed in concert for band and choir students, plus many others, at Thermopolis High School on Friday, March 24.

Nursing Department:

- The NWC Practical Nursing program has 100% pass rate for 2016.

April 2017

Art Department:

- Elaine DeBuhr and John Giarrizzo and 4 Art majors attended the WY State Art Symposium in Casper to recruit Wyoming high school art students. In addition, the art faculty attended the annual articulation meeting with the University of Wyoming.
- A gallery opening and artists' reception for the 2017 Juried Student Art and Design Exhibit was held Tuesday, April 18, from 7-8:30 p.m. in Northwest Gallery. The annual exhibit features student works from the 2016-17 academic year. Montana artist Tracy Linder selected the works to be included in this year's exhibit. Works include fine art and graphic design in a wide range of medium from graphite to plaster. The reception included the announcement of the NWC Board of Trustees purchase awards. These works became part of the college's permanent collection.

Communication Department:

- We performed Stone Soup for over 1600 students and adults last week from communities in our service area including Red Lodge, Bridger, Fromberg, Belfry, Powell, Cody, Worland, Burlington, and Thermopolis.
- The Forensics Team competed at the Phi Rho Pi Community College National Tournament in Tysons Corner, Virginia. There were 59 schools in attendance, and over 400 students competing. NWC earned a bronze award in debate sweepstakes in the Wheeler division, which is for schools with mid-sized entries. NWC students earning awards include Clinton Cordova

earning a bronze award in Dramatic Interpretation, Isaabella Munoz earned a bronze award in Program Oral Interpretation, Emily Myers earned a bronze in International Public Debate, and Connor Hunt earned a gold award in International Public Debate.

- Coach Jeannie Hunt received the Collie Taylor Fellowship Award for Coaches. She was nominated by the coaches in our region, and the Phi Rho Pi Awards Committee selected her as one of several recipients nationally.

To give you a sense of what these awards mean, there were 84 competitors in Dramatic Interpretation, and 24 students advance to elimination rounds. 14 earned a bronze award, 4 earned silver, and 5 earned gold. So, out of 84 competitors, Clinton was in the top 30%. In their respective events, Isaabella was in the top 40%, Emily was in the top 40%, and Connor was in the top 10% of competitors. The percentages vary a bit because of the number of students in a given event varies. Ultimately, though, they did very well.

Photography Program

- Anthony Polvere, Associate Professor of Photography accompanied 10 students to the 2017 annual convention of the MPPA (Montana Professional Photographers of America) in Billings, MT. They were joined by a number of formers students and alumni in a weekend of print competition, marketing classes, and photography demos by regional and national professional photographers. Both students and alumni won numerous awards for their entries. This year's award winners were Jordan Eidem (3rd), Travis Russell (2nd), and Vicki Olson (1st) in the student category; and alumni Heather Clarkson won 1st Place in the "Out-of-State" competition, and Renae Roesch-Gordon was named one of Montana's Top Ten Photographers. Kudos to all the students who entered and attended.
- The Photo Theme Seminar Class has a small exhibit over at the First Bank of Wyoming for the month of April. The show is titled "Out of the Classroom" and shows some of the techniques that the class has been exploring that go above and beyond our normal curriculum projects in our department. From infrared photos, splash photography, light painting, and night time extended exposures, these images are unique and show us a world where time is distorted and surrealism takes over one's visual expectations.

Music Department:

- The Music Department hosted the 2nd Annual Boots & Bowties Music Gala at the Holiday Inn of Cody. With over 120 people in attendance, the event featured a three-course dinner, silent auction, and two hours of live music performed by NWC Student Ensembles, Combos, and Soloists.
- The NWC Studio Singers and Jazz Band I attended the UNC/Greeley Jazz Festival. The festival is the largest educational festival of its kind. Both ensembles received superior ratings and four students were awarded "Outstanding Musician" awards for solos performed with the groups.
- 'Explorations in Music Technology' a community outreach project, created by NWC Music Technology students, opened on April 12 at Plaza Diane. This interactive exhibit remains on display through May 5.

May 2017

Art Department:

- John Giarrizzo, Associate Professor of Art was the guest artist for the annual "Lunch with an Artist from the Permanent Collection" at the Yellowstone Art Museum in Billings on May 18.

Many of the members of the YAM "maintain their memberships solely for this annual opportunity to meet an artist and hear firsthand about their processes and thoughts."

Access to all Board Books will be provided.

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

1. Northwest College (NWC) provides a sufficient number of faculty for classroom and non-classroom responsibilities. There are 17 Instructors, 35 Assistant Professors, 16 Associate Professors, and 4 Professors. 72 out of 168 (43%) faculty are full time whose primary responsibility is teaching followed by support for student learning such as advising, office hours, and assessment. A 12:1 faculty to student ratio ensures the opportunity for direct and quality interaction between faculty and students. The average length of service of full-time faculty is ten years providing consistency and continuity in academic offerings.

73 adjunct faculty and 23 concurrent instructors round out the total faculty numbers. Adjunct instructors, including adjuncts teaching concurrent courses, must meet the same credentialing requirements as full time. Adjunct faculty instructors are hired when the Division communicates a need to the Office of Academic Affairs and an advertisement is placed on NWC's website.

Full-time faculty members are hired through a process that has significant faculty involvement.

Annual Student Learning Outcomes reports, the faculty position review process, and 5-year Program Review reports are methods used to review and assure that numbers of faculty are sufficient to meet current instructional needs of the institution. These reports require curriculum review, course enrollment data, and faculty load analyses to demonstrate faculty, assessment, and program needs. Reports are reviewed by the Central Assessment Team, the Academic Advisory Council, the Institutional Effectiveness Committee, and the Vice-President of Academic Affairs (VPAA). Recommendations for filling vacant positions are made based on this information.

NWC places primary importance on excellence in teaching and encourages faculty to design curriculum with individuality while maintaining approved educational outcomes. As a result, faculty are directly responsible and actively involved in curriculum development. Curriculum development typically begins with a faculty member and moves through the established curriculum review process respectively for discussion, review, and approval: Academic Division, Curriculum Committee, VPAA, and in significant programmatic changes, the President, Board of Trustees, and the Wyoming Community College Commission.

Along with teaching and student learning support, full-time faculty provide additional services to students: sponsoring student organizations, participating in student orientation events, and participating in programs organized by student groups. Other faculty responsibilities include service to the Division; Service to the College; and Service to the Community. All full-time faculty are expected to fulfill these duties, and adjunct faculty are encouraged to participate in some areas of service.

Faculty are involved in the assessment of student learning through membership on the Central Assessment Team (CAT). For more on the role of the CAT, see Section 4.B.

2. Faculty members are recruited through a national search process designed to ensure that all faculty are appropriately qualified. The institution's hiring practice adheres to HLC's current standard for minimum faculty qualifications requirements. Even so, 36% of faculty hold terminal degrees, compared to the national average of 19% for community colleges. In 2016, in response to HLC's revised guidelines for determining faculty qualifications, the Faculty Organization created a task force to determine the need to revise FEP 1.9.2. The task force developed a draft proposal which has not yet been formally submitted to the shared governance process.

Adjunct instructors, including adjuncts teaching concurrent courses, must meet the same credentialing requirements as full-time faculty. The adjunct faculty approval process begins at the division level. Divisions decide what other criteria must be met to qualify as an adjunct for the division's content areas. The Division Chair and appropriate faculty in the content area review the applicant's transcripts and resume. References are checked. Once the division has approved the adjunct, the file is forwarded to the Academic Affairs Office for final approval.

3. NWC instructors are evaluated by the policies set out in the Faculty Employment Policies section of the NWC Employment Handbook (EHFEP). NWC predicates faculty evaluation on the following premises: 1) that effective teaching is the paramount responsibility of faculty, and that no faculty member without a record of effective teaching will be retained, tenured, or promoted; seven additional premises are listed after that. NWC faculty members are evaluated by students, their division chair, a self-evaluation process during the probationary faculty member's third and fifth year of employment, and in cases of promotion for eligible tenured faculty, by our Rank and Tenure Committee. The membership of the Rank and Tenure Committee is comprised of the VPAA (chair, ex officio), four tenured faculty members appointed by the VPAA, and four tenured faculty members appointed by the President of the Faculty Organization. The term of service is four calendar years, with staggered terms. In the case of nursing faculty, the Director of Nursing has primary responsibility for faculty development, performance review, retention, tenure, and promotion.

New full-time faculty hired in tenure track positions are classified as probationary for their first five years. Faculty hired as visiting instructors are classified as fixed-term contracts. Non-tenured faculty are evaluated yearly by their Division Chair. Probationary faculty members are further evaluated by the Rank and Tenure Committee during the interim review in the fall semester of their third year and for the decision of tenure in the spring semester of their fifth year. Tenured faculty members are

evaluated by their Division Chair and the Rank and Tenure Committee when they meet eligibility requirements for promotion. Adjunct instructors are evaluated by the appropriate division chair or an appointed tenured faculty member during the adjunct's first semester of teaching. Students evaluate the adjunct's teaching effectiveness in her/his first semester of teaching and every third time the course is taught by the same instructor. More frequent student evaluations and Division Chair class observations can be scheduled at the request of the adjunct, the division chair, or the Academic Affairs Office.

NWC requires a written self-evaluation of teaching effectiveness, academic service, and professional development by each faculty member standing for an interim review, tenure, and/or promotion. "The College places primary importance on excellence in teaching and support of student learning, so this subject is the primary focus of the self-evaluation." This submitted self-evaluation is reviewed by the Rank and Tenure Committee for an interim review, tenure, and promotion and becomes part of the faculty member's permanent employment file. All full-time faculty members are required to submit a written summary of their academic accomplishments and activities in the areas of teaching effectiveness, academic service, and professional development at the conclusion of each academic year. This End-of-Year Report goes to the Division Chair and the Vice President of Academic Affairs for review and then is added to the faculty member's permanent employment file.

4. Faculty members are expected to stay current in their disciplines and to make efforts to improve their teaching, and the institution supports professional growth opportunities. Evidence of faculty commitment comes from faculty self-evaluations submitted for interim, tenure, and promotion reviews, Year-End Reports, Division Chair evaluations, and student course evaluations. Also, AAS program professional advisory boards guide and recommend current professional trends to faculty. Professional development may include further education, research, participation in conferences or workshops, course design or redesign, and other opportunities. Professional development activities may occur while the faculty member maintains regular contract duties, or faculty may request a sabbatical leave, an in-house sabbatical, reassigned-time project, or faculty exchange. The institution's budget includes a Professional Development and Travel Fund allocated to divisions proportionately based on the number of full-time faculty in each division. Funding recipients submit a written report to the VPAA and Division Chair upon completion of professional development activity. Faculty may submit proposals to the Committee on Faculty Development and Morale, also funded through the Office of Academic Affairs, for professional development funding and professional development funding may be attained through program budgets and in the case of AAS programs, Perkins funding. Each year the NWC Foundation calls for grant proposals to fund faculty projects that support faculty and program initiatives.

5. Full-time faculty members are required to hold regular office hours. Faculty members are encouraged to schedule office hours throughout the week for optimum student access. Faculty office hours are listed on each course syllabus, and most faculty members post their office hours on their office door. Some faculty members hold office hours in the library, given that assessment and feedback of library services indicate that students view the library as the best study space on campus. Students are encouraged by both faculty and staff to contact faculty via email and phone. Adjunct faculty members are provided office space so that they can offer regular office hours to students.

6. NWC staff providing student support services are appropriately qualified, trained and supported. All staff in the positions of tutoring, financial aid advising, academic advising and co-curricular activities have credentials relevant to their position. In employee recruitment, certain positions such as counseling staff require specific credentials. Barring those positions that require specific credentials, professional experience is accepted in lieu of education allowing the equivalent combination of education and experience sufficient to successfully perform the essential duties of the

job.

Student support services staff are trained and supported in three primary ways. First, staff members have regular professional skills development courses available through NWC's Center for Training and Development. Second, staff members are presented with regular opportunities for webinars and in-state conferencing that concern best practices in their appropriate support areas. Third, most Coordinators and Managers who are directly involved with student support services have the opportunity to travel to professional conferences or training each year. Finally, the institution's Professional Development Leave policy is paid leave that allows for further study, training, and enrichment experience to better equip employees for their service to the institution. The Human Resources Department subscribes to professional development programming which is made available to all staff.

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- Prof Development_FYE Conference Report_Cuddy
- Prof Development_NASM Conference Report_Rumbolz
- Prof Development_Travel Report_Glatzer
- Program Review Template 2016-17
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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

1. Northwest College (NWC) provides student services from pre-admission to completion/graduation. Services provided include the following:

TRiO

NWC provides a TRiO SSS program to support students who are low-income, first-generation, and/or students with disabilities. TRiO averaged 107 student visits per week in 2016-2017. Many TRiO participants are non-traditional students and specific support for them as they juggle many life responsibilities is effective.Services provided include (2015-2016):

- Assistance applying for financial aid (75 students)
- Assistance applying to a 4-year institution (81 students)
- Financial Literacy Assistance (96 students)
- Transfer visits trips to 4-year institutions (17 students)
- TRiO specific tutoring/advising (147 students)

The TRiO program at NWC has demonstrated effectiveness including (2015-2016):

- 76% persistence rate among TRiO students
- 91% of TRiO students in good academic standing
- 41% of TRiO students earned either an Associate Degree or Certificate

Tutoring

See 3.D.2.

Advising

See 3.D.3.

Intercultural Affairs

See 1.C.

Library

See 3.D.4.

Disability Services

NWC offers a number of services to help students with disabilities succeed in their academic work including providing alternative media, note takers, readers, taped lectures, assistive hearing devices, assistive computer software, assistive devices, equipment modification, testing accommodations, interpreters, and captioning.

2. Students entering NWC are assessed for college-level mathematics and English/writing preparation. NWC makes use of various measures including ACT scores (math and English), Accuplacer (math English), and ALEKS PPL (math) to direct students to courses for which they are adequately prepared.

NWC provides developmental classes in English and Math for students who enter college without being prepared for college level courses. In Fall 2015, the Math department piloted a co-requisite Math class that combined two classes, MATH 0920 – Elementary Algebra (the second of three levels of developmental, non-college level math) and MATH 1000 Problem Solving (the first level of college math course), to provide students the opportunity to develop their mathematics skills and complete a college level in the same semester. Since its inception, there have been four sections of the co-requisite model offered (one per semester) and students have had more success in those courses (63% pass rate) than students enrolled in either the separate MATH 0920 courses (41% pass rate) or MATH 1000 courses (58% pass rate) over the same time four semesters. As a result, the Math Department is finalizing plans to eliminate separate Math 0920 offerings in favor of the co-requisite model and developing a pilot program for combining MATH 0930 – Intermediate Algebra (the third of three levels of developmental math) with MATH 1400 College Algebra (the second level of college math course).

NWC's Adult Education program provides math skills development to students who want to improve their preparation before beginning courses.

Another class that provides support and preparation for a successful college career is First Year Seminar (FYS). NWC offers twelve discipline-specific seminars and seven general studies seminars. All of the various versions of the FYS course share the same learning outcomes.

NWC Peer Tutoring Services, located on the second floor of the Hinckley Library, provides resources to students who need assistance in almost any subject offered at NWC. NWC Tutoring makes use of Peer Tutors (averaging around 30 tutors employed by the center in most years) who share their expertise in subjects with other students struggling in those areas. Peer Tutoring logged 2,270 visits and 1,821 tutoring sessions in 2015-2016.

3. Advising at NWC follows a split model consisting of a centralized advising center and faculty advisors from each program. NWC has 69 active advisors with an average of 25 advisees to each advisor.

The Advising Center (AC) provides academic advising for general studies majors and undecided

students. The AC offers the following services:

- General academic advising: helps guide student through their journey at NWC;
- Transfer advising: helps students prepare for their academic careers after NWC;
- Career advising: helps students identify and follow the correct academic path to reach their career goals set at NWC;
- Coordinating internships: helps students identify and follow the correct path to reach the career goals that they set at NWC;
- Responding to the early alert system and referring students to appropriate resources e.g., the Success Center, Trio, Tutoring, Registrar's Office. Over Fall 2016 and Spring 2017 299 students were contacted by the AC;
- Peer mentors connect with students who need help adjusting to college.

Faculty advisors are disciplinary experts and help advisees make academic plans, select courses for each semester, register for courses, and sign off on course substitutions. Faculty supervise internships and are primarily responsible for the creation of major specific transfer agreements.

In the 2016-17 academic year, the AC had 2166 visits.

- Retention rates for first-time, full-time, degree-seeking students have improved since the AC was created from 59% in Fall 2011 to 62% in Fall 2015.
- Persistence rates for first-time, full-time, degree-seeking students were the highest of the Wyoming community colleges at 71%.
- The percentage of students transferring from NWC increased from 23% in the 2011-12 academic year to 27% in the 2015-16 academic year.
- Of those students who transferred, the percentage that transferred to a 4-year institution increased from 75% in the 2011-12 academic year to 77% in the 2015-16 academic year.
- The frequency of use, satisfaction, and the importance of advising functions for all students has increased from 2011 to 2015 according to CCSSE results found in the table below.

CCSSE Results Concerning Advising Center Services						
	Frequency of Use		Satisfaction		Importance	
	2011	2015	2011	2015	2011	2015
Academic Advising	1.88	1.98	2.29	2.42	2.58	2.66
Career Advising	1.37	1.44	1.99	2.08	2.22	2.37
Transfer Advising	1.54	1.57	2.12	2.17	2.34	2.39

Note:

- Scale for Frequency of Use: 0=Don't Know/NA; 1=Rarely/Never; =Sometimes; 3=Often
- Scale for Satisfaction: 0=NA; 1=Not at All; 2=Somewhat; 3=Very
- Scale for Importance: 1=Not at all; 2=Somewhat; 3=Very

Currently, there is no way to determine faculty advisor usage accurately or if there is a difference in student satisfaction between faculty advisors and the AC. The AC is currently working to identify additional methods of assessment of advising.

4. The NWC Instructional Technology Department ensures that all learning spaces (classrooms and labs) are equipped with appropriate classroom technology and that the faculty is trained on the use of the technology and how to incorporate it into their teaching.

The faculty is provided with training on our Learning Management System (LMS) for use both as a platform for online learning and a supplement to traditional courses. NWC has video capture capabilities that can be utilized in both specialized classrooms or from anywhere the faculty has access to a camera and internet access. This allows for student reinforcement on the course content that can be viewed at any time and from anywhere.

Instructional Technology oversees a wide variety of resources on campus including state of the art nursing labs, learning labs, computer classrooms, general classrooms, forensic labs, a criminal justice SIM lab and additional video capture classrooms. A criminal justice SIM lab and additional classroom capture classrooms.

The Computing Services Department oversees all other technology on campus and works closely with Instructional Technology. Computing services oversee the networking, database, and desktop needs for both Apple and a PC based Environment. They maintain all internet and WiFi services including firewalls and VoIP services. The Director of Computing Services manages all contract agreements outside of instructional technology. Computing Services has recently implemented a virtual machine system that allows students to download a client onto their personal computer and run college software and lab computers anywhere in the world.
Computing Services has two data centers on campus with redundant equipment in case of technology outages on campus to keep service disruptions minimal. Computing Services supports a wireless infrastructure. Every building on campus has wireless coverage to handle the 1200-1500 wireless devices connected to our wireless network at any given time.

Hinckley Library is located on the campus in Powell. This facility is open 85.25 hours per week (every day of the week) during the academic year. The library maintains a Late Night Study that is open for students until 2 a.m., Sunday through Thursday evenings. The building houses Peer Tutoring Services, an arrangement that has allowed the two units to collaborate easily when it most benefits students. Reference librarians are available whenever the building is open and are available to students via email and telephone.

The library offers print, audiovisual, and online materials including books, eBooks, audiobooks, DVDs, streaming video and audio, magazines, newspapers, and academic journals. In cooperation with the other six community college libraries in Wyoming and with support from the Wyoming State Library, students, faculty, and staff have access to close to 400 online databases and products wherever they are, provided they have an Internet connection. Users generate between 73,000 and 103,000 searches each year in these resources.

Within the library building, students have access to over 60 computers, both Macs, and PCs. The library provides laptops, graphing calculators for semester check out, headphones, various chargers for handheld devices, and a service to fast charge phones, tablets, and laptops.

The Cody Center has a small library. Librarians from the main campus provide reference service 3 hours per week at that facility, based on the class schedule and provide research instruction for classes that are taught at the Cody Center.

Librarians provide individual assistance to students, faculty, and staff. They maintain a very active research instruction program throughout the academic year for face-to-face classes. Students in online

classes receive research instruction, individualized help, and delivery of library materials based on faculty and student requests.

Library materials are selected based on the demands of the college's curriculum. Librarians and teaching faculty select most of the materials. Materials not available at the library can be requested through interlibrary loan for free. Students, faculty, and staff may borrow materials from any public, school, or college library in Wyoming that is a member of the WYLD system.

Programmatic Facilities and Resources

- Agriculture - Crop and Soil Sciences Greenhouse
- Agriculture - Herbarium, Pasture, and Crop Acreage
- Agriculture - Paul Stock Agriculture Pavilion
- Anthropology - Biological Anthropology Lab
- Anthropology - Bone replicas of various primates of the past and present
- Art - Four electric, one raku, two high fire reduction kilns
- Athletic Training - Training rooms and equipment
- Biology - Four specialized labs for Botany/Zoology, Anatomy & Physiology, Microbiology, and General Biology
- Biology - Microscopy room
- Chemistry - Instruments for liquid, thin layer, column, and gas chromatography
- Chemistry- mass spectrometer, refractometer, reaction monitoring equipment, melting point determination apparatus
- Chemistry - Instruments for emission, Fourier transform infrared, and UV/visible absorption spectroscopy, picospin nuclear magnetic resonance spectroscope
- Criminal Justice - Virtual reality firearms simulator lab
- Criminal Justice - Forensics Lab
- Criminal Justice - Multi-purpose flex-lab
- Criminal Justice - Mock jail cell
- Education - Dedicated iPads for My Virtual Life simulation
- Engineering - Digital meters, signal generators, oscilloscopes, survey equipment
- Equine Studies - Outdoor and Indoor Arenas
- Equine Studies - 60-Stall Barn
- Equine Studies - Farrier Science Lab
- Graphic Design - Two Mac labs, one print production lab
- Music Technology - Mac lab, recording studio, live sound tools
- Nursing - Four main campus hospital simulation labs
- Nursing - Cody Center hospital simulation lab
- Outdoor Leadership - Climbing Wall
- Outdoor Leadership - Indoor and Outdoor High/Low Ropes Course
- Outdoor Leadership - Recreation Coop
- Photographic Communications - Three Mac digital editing labs
- Photographic Communications - Five commercial grade lighting studios
- Physical Education - NWC Fitness Center
- Physical Education - Two Gyms with appropriate spaces and equipment
- Physics - Digital meters, static generators, Observatory
- Welding - Two labs for TIG, MIG, arc, and oxyfuel welding
- Welding - Testing lab, AWS-certified

5. NWC's General Education Outcomes include information literacy as essential for students to be successful. Within both the First Year Seminar (general studies and discipline-based) and ENGL

1010, students are introduced to effective research and information resources. NWC librarians provide this guided instruction as part of each course. Classes in each discipline provide students opportunities to practice research skills. Librarians provide higher level instruction to students in these classes, at the invitation of course faculty. Each class, which is team-taught by two librarians, is designed based on a discussion with the faculty member. Each semester, librarians teach close to 80 different class sessions and reach nearly 1000 students through this instruction. Librarians provide research instruction in online classes through the use of video, library guides, and discussions in forums.

Sources

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3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

1 and 2. Northwest College's (NWC) Mission is student-centered and forward thinking and commits to preparing students for transfer and life, cultivation of community, retention, and graduation of students. As a residential college with a high percentage of traditional age students, NWC provides diverse opportunities for participation in co-curricular programs and activities intended to contribute to the educational and developmental experiences of its students.

Co-curricular activities related directly to academic programming include intercollegiate competitive teams in speech and debate (10-20 participants), livestock judging (20-30 participants), equine judging (5-10 participants), Model United Nations (5-10 students). These teams provide students with the opportunity to apply the knowledge and skills acquired in related academic programs. These activities are consistent with academic offerings and the interests of students from NWC's service area. Club activities related to academic programming includes business related ENACTUS, and agriculture-related Block and Bridle.

Welding students participate in Skills USA, a program that focuses on technical, skilled, and service occupations. Skills USA sponsored statewide welding competition is held each year. Four students from each of the Wyoming Colleges attend and compete in both Welding and job interview skills. NWC students have successfully competed at the state and national level.

As a member of the NJCAA Division I and the National Intercollegiate Rodeo Association athletic programs, NWC teams compete in men's and women's basketball, soccer & rodeo, men's wrestling, and women's volleyball. More than 80 student-athletes participate. Intercollegiate athletics offers student-athletes the opportunity to follow their interests and talents and contributes to the sense of community on campus. Evidence of the success of student athletic programs includes the academic success and retention of participants illustrated in the following table.

Academic Year 2016-2017				
Sport	Team GPA	# of Potential Graduates	# of Graduates	% Graduated
Men's Basketball	3.15	10	8	80
Women's Basketball	3.50	5	5	100
Volleyball	3.63	10	9	90
Wrestling	3.01	13	11	85

Rodeo	2.73	2	1	50
Men's Soccer	2.80	5	3	60
Women's Soccer	3.41	6	5	83
TOTAL	3.18	51	42	82

NWC student government affords students the opportunity to run for election to the Student Senate, an activity that connects to NWC's mission to prepare students for life. Student Senate has the responsibility to advocate for student quality of campus life and to weigh in on campus issues relevant to the students. Student Senate is responsible for distributing student fees to benefit student programming. Senate includes 18 members - six executive officers and 12 representatives. They serve on many college committees: College Council, Curriculum, Student Publications, Library, Academic Computing, Student Appeals Board, Graduation and Diversity Committees. The Student Senate has committees which include: Budget Allocation, Club Oversight, Campus Improvements, and Elections.

As a residential college, NWC offers students the opportunity to serve as Resident Assistants, a paid position that provides organizational and supportive leadership in the residence halls, including informational programming for all their residents, bringing awareness of current student concerns, encouraging and building a healthy community – aligning with the college mission to cultivate community and prepare students for life.

Intercultural programs are committed to providing the NWC campus and community access to activities that promote awareness and understanding of the diverse cultures found within our region, and around the world. NWC's Multicultural Club is designed to build global awareness and to reach out to the campus to a broader community. This club has brought many co-curricular programming to the NWC's campus; these programs include Journey Through India, Chilean Night, Teepee raising and Hong Kong and Macau Night. The Multicultural Club engages students in community service projects to 'give back' to our local community. These projects include participation in monthly culture nights, the intercultural Tuesday lunches, the annual Multicultural Showcase, Homesteader Days, Haunted Homesteader, International Education Week, the President's Gala, the 4th of July Parade in Cody, WY, the fair parade in Powell, WY, and visits to local schools. In 2016-2017, the Multicultural Club had an average of 68 members and all members are encouraged to participate in these community service projects.

NWC is aware of the need to comprehensively assess student experiences in co-curricular activities. The Institutional Effectiveness Committee and the Central Assessment Team will monitor progress in the development of assessment plans for these activities.

Sources

- Athletic Teams_Website_2016-2017
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- Equine Studies_Judging_Website_2016-2017
- Forensics_Team_Website_2016-2017
- Livestock Judging_Agriculture Department_Website_2016-2017
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- Student_Clubs_Website_2016-2017
- Student_Senate_Website

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

Northwest College (NWC) fulfills Criterion Three by providing high-quality education in all of its offerings. NWC offers degree programs appropriate to higher education and relevant to local transfer institutions and the local workforce. Learning goals are set at the course and programmatic levels for all undergraduate education. These goals are consistent across all means of delivery including online and concurrent (dual) enrollment. General education is clearly articulated and is assessed to ensure that students obtain the necessary skills in the following areas:

- First Year Seminar
- US and Wyoming Constitution
- Communication
- Quantitative Reasoning
- Physical and Natural Sciences
- Human Condition
- Creativity

NWC maintains a sufficient level of faculty and staff to meet programmatic needs, provide student academic support, and maintain co-curricular programs suited to the institution's mission.

In 2016, the state of Wyoming significantly reduced its support for community colleges, which combined with a reduction in local mill levy, resulted in a 2.3 million dollar budget shortfall. To maintain the quality of our academic programming, NWC evaluated all operations and discontinued three academic programs (see 5.C., 5.D.), reduced program and department budgets, selectively suspended hiring, and offered early retirement to faculty and staff. The NWC Foundation assisted by assuming funding for scholarships that had previously been funded through NWC's general fund. These actions will allow NWC to continue providing high-quality education and better plan for future budget challenges and opportunities.

Employee Feedback on Criterion Three

The Assurance Argument Team held informational workshops on Criterion Three on Nov. 18th and 22nd, 2016. At those workshops, employees were asked to provide evidence statements about the sub-components of this criterion.

Future Plans

NWC will continue to provide high-quality education, wherever and however its offerings are delivered. The Office of Academic Affairs is developing procedures for the improvement of quality control in online education and concurrent enrollment. Academic Affairs and the Curriculum

Committee will complete the implementation of the revised general education requirements. The Institutional Effectiveness Committee will codify the process to evaluate programming for resource allocation. The Course Scheduling Committee will complete establishment of a regular college-wide course rotation.

Sources

- Criterion 3_Workshop Comments