

**HLC Accreditation
Criterion 4**

**Survey of staff concerning life-long learning and professional development
Compiled results by constituent group....**

From: Accreditation 2011 Team

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To: Campus Community

Date: Fall 2007

As members of the Accreditation 2011 Team, we are seeking your input on Criterion 4. Your thoughtful answers to the following 12 questions will help us determine if we are meeting the standards for this criterion. Analysis of the survey results will be in aggregate, but we would appreciate you letting us know you have returned it by putting your name on the return envelope and checking your employee category among those listed at the top of the survey. Place your completed surveys in Ronda Peer's mailbox in the Orendorff Building. Thank you in advance for your help.

Compiled results follow.

Classified Staff

Criterion Four: Core Component 4a

The organization demonstrates, through the actions of its board, administrators, students, faculty and staff, that it values a life of learning.

What evidence do you see that Northwest College values lifelong learning? How can we improve?

- The Golden Age Tuition, the presence of students in all age groups.
- Improvement: More support groups for older students (non-trads).
- Our classes are advertised in a local newspapers and the college schedule is sent to all households. The college provides an atmosphere that welcomes people of all ages and social status to our campus.
- Too much emphasis is placed on athletics. It is my perception that athletes are given more scholarship opportunities and are not required to be accountable for class attendance.
- It is very nice to be able to take a college course occasionally.
- More time and funds to promote on the job training for staff in the areas of computer programs, etc.
- My own department, the Center for Training and Development (CTD), was the first thing that came to mind. NWC employees may take CTD classes at no or minimal cost.
- Powell Valley CC classes
- Special events such as authors discussing their books, invited guests discussing current events/issues, international students sharing information about their countries, musical programs, etc.
- Advertising these events broadly so that information reaches all areas of the Big Horn Basin (and beyond) are indicators of valuing lifelong learning for not only the NWC community, but the region.
- How can we improve? Hire more staff of the caliber of Marla Muscio in areas that have shown healthy enrollments, ie. the Cody Center CTD, so growth does not have to be curtailed.
- Some ideas include: Involve more NWC students in lifelong learning, such as offering more classes about other countries; invite current or NWC alums to discuss unusual experience, such as serving the Peace Corps, etc.; invite speakers on a larger variety of topics, (like the one scheduled for Oct. 25 on Global Warming); get the student clubs involved in sharing what they do with the community.
- Partner with other communities to host special events on the NWC campus, such as emergency preparedness fair (how would students and the community handle emergency situations such as earthquakes, etc.) literacy awareness, drama or music events, etc.
- In many (most!) planning meetings I am involved in the “students come first” thinking is at the core of discussion. We continue to implement new programs and ideas to try to draw students to be excited about learning.
- Improvement: follow through and complete ongoing efforts in this regard.
- The many graduates after spring semester that go on to four year schools. Improve by adding more fields of study.
- By setting good education criteria for students to follow. By setting examples by faculty and staff of the “longevity” of employment by college personnel. By offering more ways to get degrees and certificates.
- NWC seems to keep up with teaching trends and makes changes to course offerings via curriculum committee. Some of the courses offered are only available during the day and working folk never have the opportunity to participate.
- Continuing to advance new programs and old. Sometimes we get mired in the “politics” of day to day operations and forget we are here for the students.
- Extended Campus classes—often times non-trads take advantage of these. Workforce training all around the basin. Supporting community education. Improve: promote more for employees.
- We each have the opportunity to take a class each semester through our employee benefits.
- I don’t know.
- Offering “fun classes” that aren’t required or will still fulfill a requirement to graduate. Planning extra-curricular activities and clubs to participate in. Keep offering the variety of classes, events and activities.

What evidence do you see that Northwest values professional development and growth for employees? How can we improve?

- Improvement: more workshops for gaining new knowledge or increasing previous knowledge of campus workings.
- The classified staff is encouraged to develop learning opportunities through their organization. The college provides funding for these activities. Employees are also given the opportunity to attend classes, tuition free. I appreciate this but often my work load does not allow me the time to take advantage of this.
- We have been told that we can take workforce classes for free. We are sent to seminars occasionally. Sometimes it's hard to get the workshops, etc. needed because of time restraints.
- I know funds are available—maybe more info on accessing these funds would be helpful.
- See response above.
- Increase in faculty professional development funds. My supervisor always encourages me to look for workshops/seminars to attend.
- By the jobs, created and the benefits allowed to employees. Higher pay than what is coming to us.
- By offering time for course taking and paying for it, working retreats.
- Exciting professional development only seems offered to administrators, faculty, and professional staff. If given the opportunity Classified Staff might get to go to Billings once a year for a crappy day seminar. Quit all the travel, save lots of money, bring the opportunities to us.
- I think it depends on where you work at NWC whether you are encouraged to pursue professional development or not. It would be of great benefit to allow all employees one conference/seminar, etc. per year.
- Faculty sabbaticals, trainings, conferences, etc. Some staff trainings, conferences.
- Much more money is diverted to faculty for this—classified staff receives very little financial support for professional development. NWC has a lot of untapped resources for internal training for everyone.
- I see a lot for faculty. I see very little evidence for employees. For all of the positions I have held here at NWC, there has been no training and no one to train me. You just have to figure it out as you go along!
- What professional development is offered to staff? Yes, classes are available, but what about shorter, more focused workshops and seminars? (specific to area of position, ie. software upgrades, new technology, etc.)
- First, the people hired are qualified for their position, second, adequate training is provided along with orientation. Offering tuition re-imbursement to further their knowledge also shows the college wants us to keep learning and growing.

What evidence do you see that Northwest College celebrates the outstanding achievements of employees and students? How can we improve?

- I really like the employee recognition banquet.
- Improvement: Have a yearly banquet for students.
- The awards banquets are nice.
- Faculty are often noted for their accomplishments, I don't often see that support staff receive too many awards except at the end of the year banquet. That may just be the nature of their jobs. You don't often see classified staff published.
- I see lots of in house emails for campus accomplishments—more community news releases for individual accomplishments and programs would be nice.
- I haven't seen or heard of anything other than a luncheon to honor one employee from each employee group and to honor those who have been employed at NWC for 5, 10, etc. years. However, being at a "branch" campus, I may have missed seeing announcements for other events.
- Outstanding employees and students need to be recognized with more than just a nice letter and a trophy. Have a special, memorable event to honor them and reward them with something really special. Make it an award that others want to achieve because it means something.
- At a former institution where I worked, the Vice President over the classified employee (CE) group (our staff was 900+) came to an awards luncheon, and awarded a basket of nice donated prizes (some from campus, some from businesses), and a check for several hundred dollars. All classified employees were invited and often their lunch was paid for by their department, and supervisors were invited to attend as

well to show support of their employees. At that time we had a monthly CE award and so there were 12 candidates for the culminating Classified Employee of the Year (CEY). A committee sent out ballots to the CE group and the CEs voted for one person who would receive the CEY award. Entertainment at the luncheon was provided by a college musical or dance group. All classified staff were allowed a 2 hour lunch that day!

- December graduation, Student Academic Award Reception, email communications about student accomplishment in forensic, livestock judging, sports, etc.
- By the NWC Foundation keeping tabs on the students and letting the campus community know of life changing items. No improvement needed.
- With graduation for all who participate, all the different meetings, “special” dinners, ways to welcome new employees, Fall, Spring and Christmas dinners.
- College Relations does an excellent job of applauding the achievements of our students and making them known. Now that we have NWC Television, that is going to help a lot too. Ever notice the Cody Enterprise covers student activities better than the Powell Tribune?
- As for the employees—the only pat on the back we ever get is at the annual recognition banquet and those nominated for recognition are decided upon by PAC. It’s all political and a popularity contest. A joke.
- Student achievements are highly publicized via email and news articles.
- More reporting on the achievements of NWC employees.
- Employees – the obligatory pat on the back. Improve \$\$\$?
- Students – really don’t hear much about students unless part of a group like forensics, music, etc. There must be individual achievements too?!
- The award events at the end of the year.
- News Releases.
- Recognizing their achievements with ceremonies or parties. I don’t know.

Criterion Four: Core Component 4b

The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

What evidence do you see of general education for students at Northwest College? How can we improve?

- A wide range of different subjects and degree paths.
- The college is constantly evaluating objectives for the general education classes to ensure that we are meeting this requirement. This is a pro-active approach.
- Make sure that we are requiring all students to meet the same standard, ie. don’t make exceptions for athletes or international students.
- The evidence is that they take classes.
- ?
- I cannot respond to this question because I don’t work with the students in traditional programs.
- Continual requests for courses to be approved as meeting gen. ed. requirements for different areas.
- Continual assessment of gen. ed. requirements.
- By the growing number of enrollments. Offer more fields of study that transfer to any university.
- The faculty and staff are always working on ways to add more classes, more programs, more degrees, ways for the students to learn all of their potential.
- By offering all the courses at “off campus” sites, Worland, Cody.
- Gen. ed. classes are always available for students each semester. Their advisors need to point them in that direction if necessary.
- Curriculum are constantly evolving to keep up with changes in education. NWC actively institutes changes to keep up with demands of various universities. Capstone courses were developed to allow students to showcase their achievements.
- Required courses for each program (AA, AS, AAS).
- The process the students have to go through to graduate shows NWC’s commitment to general education.

- I think all of the gen. ed. classes are good and there is a wide variety which supports a life of learning. However, while it's ok to offer some certificates—why are we implementing so many? Doesn't a certificate almost discourage continuing education? If we offer several one year certificates, won't it diminish the number of students working toward Associate degrees or beyond? Won't the quality of classes diminish if we keep offering a wider variety without specializing in certain areas?
- Enrollment #'s are up. So that's always good. I don't know if graduation is up or down, but have a lot of generals offered at varying times at varying locations, as well as online.

What evidence do you see of general education for employees at Northwest College? How can we improve?

- I really value the tuition waivers for employees.
- Improvement: Make more classes available through internet or independent study.
- Many employees who do not already have degrees have taken classes over the years to improve on their education. I hope the college continues to make this available to employees as a benefit.
- We assume that most employees have taken courses as they are available to us. To improve maybe supervisors could be more encouraging to employees to take courses that are needed for certain areas of development.
- Offer classes and time to those who do not have full time employment. I know benefited full time employees are encouraged to take classes at no charge w/approved for time off from their supervisors. I believe this promotes the continued education of employees.
- A variety of general ed. classes are offered at NWC and staff may audit classes at no cost.
- Tuition waivers??? Not sure how to answer this.
- All the employees that are taking a class. Allow for more free credits to employees.
- By giving all employees a chance to take any course, to audit, etc.—or receive a grade.
- By offering different seminars and giving all employees a chance to go.
- The opportunity is there, but who has time? I understand that our tuition is waived and we're allowed a certain amount of time away from our duties, but it's still a hardship for the working stiff. Some kind of encouragement/reward would might get more employees to take advantage of this benefit.
- Employees are given ample opportunity for general education at little or no cost to the employee. I am not sure there is much to improve on this wonderful opportunity.
- Don't see...other than individuals taking classes to improve themselves, but this is normally a personal endeavor rather than promoted by the college.
- There are many classes offered that could help the employees become more educated if they choose.
- Classes, visiting artists, guest speakers.
- I haven't seen enough yet. I don't know.

Criterion Four: Core Component 4C

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

What evidence do you see that Northwest's degree programs are useful to students as they pursue their chosen career paths? How can we improve?

- Students are able to grasp a general idea of their line of study before moving on.
- We are always looking at career and industry trends and developing classes and degree programs that will be current. The college needs to be constantly evolving w/the trends. We have been a bit slow w/offering online courses. I would like to see the college do more of this.
- We have very successful graduates.
- I believe the vocational programs at NWC are outstanding. I am not as familiar with the other programs.
- I do not interact much with NWC traditional students so cannot adequately address this question.
- Annual learning outcomes assessment. Curriculum changes over and over and over and...
- I do not know.

- By the many articles written in papers about “grads” and their achievements. By the success of all the faculty has done by the students. How they are always there to help any of the students.
- I don’t know too much about this one, but do feel that students in the vocational programs stand a good chance to find a career in their field.
- I don’t know.
- I don’t know.
- The feedback from students who have moved on is very positive. NWC is a very good place to start!
- Specialized classes relevant to their area of study.
- Constantly working on getting more programs available to bring in more students. I think a special ed. program would be very beneficial because the demand is so high right now.

What evidence do you see that Northwest promotes diversity? How can we improve?

- I love having all different types of students and faculty/staff.
- Improvement: keep recruiting students from all over the world.
- Our recruiting of International students has been very positive. Our campus seems to be a safe place to promote diversity. The community has been very respectful of this.
- Programs, classes, extra-curricular events, recruiting of international students, multi-cultural events, etc.
- We encourage and promote diversity in our student population. We promote and support activities of minority groups on campus.
- Other than the international students on campus, I do not know how many other races, religions, etc. are represented at NWC, but it does not seem very racially diverse. I cannot speak to religion, sexual preferences, etc. Having done some recruitment for a previous university employer, I know it is difficult to get students to attend a school if they think they will be one of only a few who are that same race or background.
- Increase in international students and activities. Dedication of lots of money for the international recruiting. Eleutian, Eleutian, Eleutian...
- By the programs offered. Offer more.
- By all the different classes offered for students and all of the work that goes into work with all the exchange students. Get more word out to exchange students.
- NWC spends a LOT of time and money recruiting international students. Where does all that money come from. Why not focus on Wyoming students and give them some major scholarship money to come here and stay for a couple of years?
- NWC actively recruits students with diverse backgrounds.
- International Club; Multicultural Committee promotes many activities; actively recruiting in other countries; several other clubs devoted to diversity (ie. single parents, gay/lesbians, adult students, etc.)
- The commitment to the clubs, events, activities and such shows an openness to diversity. Also, the effort and expense to recruit international students, then the support once they are here.
- Multi-cultural events; exposure to new and different ideas within classes and co-curricular activities.
- Always offering or having different cultural festivals, cooking classes, and activities. Keep it up!

What evidence do you see that we preparing students and employees for a technological society?
How can we improve?

- Improvement: more basic computer classes, workshops of new technology.
- I think we are a bit behind in this area because we haven’t always had the funds to purchase the technology needed. With the Foundation’s recent campaign, more funds have been available for technology. We need to continue to improve in this area!
- The online classes are great! Very technical. My daughter is taking one and I am amazed at what she is learning.
- I see lots of computer labs on campus. CTD offers computer classes to employees at no cost. More training for employees on existing programs, ie. new 2007 Word, Excel, Outlook Express, etc.
- The CTD offers quite a few computer courses to the public when instructors, computers, etc. are available. NWC employees may take these classes for the cost of materials. Improve: Have the computer services department, IT dept. or others offer one-hour no cost classes for employees/students once a month or so to

learn about some new technology to help them in their jobs. This was highly successful at the last college where I worked. I attended classes on how to burn CDs, digital downloads and software manipulation, free greeting card programs and how to use them. Some ideas are information on new computer programs, VISTA, iPods and other “new” gadgets, and tips for using Office 2007 applications. Even basic care/maintenance of copy machine or printers could be useful.

- Continual improvement and acquisition of products to stay abreast of current tech programs and equipment.
- The constant updating of computers.
- With all the hard work, money and time the college has spent on new equipment, new courses and the way the faculty trains for all the new equipment and classes. By keeping introducing more technology courses and keep everyone “in the know” on the equipment.
- I don’t know about students. Employee’s computers are often “upgraded” with the latest and greatest technology, but then we’re never trained on how to use it and it always seems like a sink or swim situation to try to keep up. Giving us the tools is great, but give us some guidance and training as well.
- We prepare students but for the latest and greatest but leave everyone else behind. All computers were updated with no training in new software. Select administrative and professional staff attend conferences on just such technological advances. Offerings by them to educate everyone else would be fantastic.
- Classes, some trainings (not many). Improve: more timely employee trainings, for example: a training on the new Microsoft Office ’07 at open meeting day would have been beneficial for all.
- All the courses and classes that focus on upgrading technological skills. The effort and expense put into the care and maintenance of all the equipment on campus.
- I think more classes are necessary and should be required if you’re trying to prepare students for a technological society. I don’t see much evidence of this.
- I’m always seeing non-credit classes that offer those type of skills. I would keep offering these as well as training employees when we update anything.

What evidence do you see that students understand the utility of their degrees and coursework?

How can we improve?

- Improvement: more career panels for jobs in certain areas of study.
- I don’t know.
- ?
- I cannot adequately respond to this question.
- I don’t know if they do. How would anyone?
- I do not know.
- By the way the students go out get work in the work field—or go on to more education. By keeping courses that the credits will transfer over to other colleges.
- Don’t know.
- Capstone?
- ?
- Some do and some don’t. Many students are still too young and immature to have that info dawn on them here.
- I don’t know.
- I don’t know.

Criterion Four: Core Component 4d

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

What evidence do you see that student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge? How can we improve?

- ?

- We have some excellent programs in place for student support. We have made a huge improvement in this area in recent years. So much better than the days of standing in line for hours to register for classes. Our advising days are excellent opportunities for students.
- My brother was in Project Succeed. It helped immensely! He was benefitted by help in transferring, in tutoring, in the transition from high school. I really don't know if he would have stayed in school without it.
- Northwest Trail Publications, Photography Dept., Speech and Debate Accomplishments
- I cannot adequately respond to this question.
- Huh? would this be Student Handbook issues?
- I don't know.
- The Student Success Center, single parent help, tutoring, international students
- Don't know.
- Project Succeed success!
- Capstone presentations
- There are many programs available to help students all over campus, from the Student Success Center, tutoring, assistance in the offices, and Residence Life. We all help the students!
- I don't know.
- Always having tutors available, as well as tutoring resources. I like the Smart thinking online tutoring service—that fits into anyone's schedule. Keep those services and expand to other campuses.

What evidence do you see that Northwest promotes social responsibility among students and employees? How can we improve?

- ?
- I still see a problem with students not realizing the consequences of drinking and driving. There is a disconnect with partying on Thursday night and not attending class on Friday. The parking lots are empty on Friday even though many of our classes run MWF.
- The Residence Life staff is always doing awareness activities like alcohol awareness week, drug awareness, information on STD's, etc.
- I observe all employee groups being courteous and helpful to students, visitors, families on campus. Positive and friendly interaction between employee groups and students.
- I believe Mary Bauman heads a civility group.
- All our policies: alcohol, smoking, pets, political.
- I don't know.
- By offering classes or activities that are well chaperoned and all the different variety of activities offered on campus or "off" campus areas.
- Student activities seem to have something going on all the time. My concern is that NWC students are always in the Powell Tribune for drinking violations. Aren't we a dry campus? Are there no consequences for these students drinking at their activities?
- Drug and alcohol awareness, campus safety.
- ?
- Residence Life does a lot to help the students understand that their choices matter through the programs and events that they host.
- I don't know.
- Work studies have to be held accountable to show up on time and be responsible. Same with almost all the students. If someone breaks the rules (cheating, drinking, etc.) the punishment needs to be followed through every time.

What evidence do you see that employees model social responsibility? How can we improve?

- ?
- I think it is odd that we supply unlimited alcohol at off campus parties and then our employees get in their cars and drive home. I think this sets a bad example. Also, I don't think college funds should be used to purchase alcohol for employees.

- I'm too busy with my own family life to be socially irresponsible. I don't know what is done to keep employees responsible.
- Employees are polite and courteous to each other. Employees maintain high integrity in the work place. Employees promote and compliment the achievements of staff and students in all areas.
- The efforts by Susan Richards and others to make more people aware of recycling and actually TO recycle I think is admirable and contributes to encouraging a level of social responsibility.
- Improve: Encourage students or employees and their families and friends to form groups to take responsibility in their communities to encourage social responsibility, whether in recycling, preventing littering, wearing seatbelts, discourage not drinking and driving, discouraging drug use, encouraging racial, religious, etc. tolerance, etc. A small group of students at a former university where I worked formed a recycling club and due to their efforts, the university now has an extensive recycling program with a full-time manager and several employees who not only perform recycling tasks, but educate the public on the values of recycling. The recycling program, is self-supporting from the income from the recycling.
- For the most part, employees stay out of trouble and keep their names out of the paper. NWC employees are respected by the community.
- I don't know.
- By the way the employees are always on "good" behavior whenever the students are involved in activities!
- Our work ethic. The pride we take in a job well done. The maintenance of our buildings and grounds. Volunteer work in the community. An active entity in the community.
- Early Alert Forms, constituency groups of employees sponsoring scholarships, voluntary donations to scholarships, etc., voluntarily assisting in student activities.
- ?
- I think many employees are proud to work at and represent NWC in the community and the region.
- I don't know.
- Don't break the law (keeping your name out of the police report in the newspaper). I don't know, offer seminars maybe.

Professional Staff

Criterion Four: Core Component 4a

The organization demonstrates, through the actions of its board, administrators, students, faculty and staff, that it values a life of learning.

What evidence do you see that Northwest College values lifelong learning? How can we improve?

- By offering and encouraging NWC employees to take classes. By offering a wide variety of classes from which to pick from. By supporting BOCES in various communities. The community ed classes and programs are enjoyed by NWC employees & community members. By allowing qualified employees to teach (motivating them to get advanced education & an opportunity for those employees to go outside their comfort zone& do something different.
- Tuition waivers are a nice thing. However, we typically don't have time as P-staff to take advantage. We could maybe form stronger connections with UW to allow those of us who need a BA to complete our education and allow for waivers there as well as on line.
- Employee waivers, education provided free to employees through workforce. The development funds available for professional achievements. The programs that are sponsored by the academics for public enjoyment. (Writers Series)
- Department funded – professional conference attendance. Employee scholarship/tuition waiver. Webinars, teleconferences based on relevance. Improve? Maybe better communication about what's available?
- Faculty is clearly a dedicated bunch. They model what “lifelong learners” means
- I know we do but not sure of evidence: golden age scholarships, other scholarships for non trad students, community ed, workforce development. Improve: plans or policy's for employee's to get a degree many have worked in professional positions for years & do not have even an associates degree.
- NWC supports lifelong learning by supporting and encouraging employees to take NWC classes for free. They also encourage employees to obtain higher education.
- The organization continues to offer classes online and evenings; especially appreciated for non-trad students!
- I feel that Northwest College values lifelong learning as evidenced by our many scholarship opportunities. These are available to both traditional and nontraditional age student s and are becoming more abundant every year. WE also offer scholarships to our employees and their families and to the senior citizens in our community. The only improvement I can see would be to allow our senior citizens to take the courses as an audit (not for credit) and extend this to at least our service area counties, not just Park County.
- Recent community surveys and student surveys, biology research project (grants through Elise Kimble), doubt that we have much evidence to show that we put our money where our priorities are.
- Free workforce credit and workforce development classes for employees, educational programming throughout academic year for employees, students and public-writers stuff, NWC galleries, concerts, guest speakers from around the world.
- Field studies trips that are open to the community, free classes for employees (NWC and UW), free classes for senior citizens.
- Everyone is welcome-or so it seems-I see all ages here taking classes.
- NWC allows employees and dependants to take classes for no charge. Partnership between NWC and UW to allow employees 3 credits @ UW for no charge, Partnership between NWC and Buffalo Bill Historical center to allow NWC to visit BBHC @ no charge. NWC Encourages professional development training for employees. Continue these things.

- Capstone projects promote life long learning – increases abilities in increasingly faculty are integrating the library into assignments so that students learn how to find and evaluate information thus promoting lifelong learning.
- Employees and their dependents are offered tuition relief for up to 10 cr at NWC and up to 3 cr at UW (I don't know the upper limit).

What evidence do you see that Northwest values professional development and growth for employees? How can we improve?

- The college has set aside monies for professional development in addition to each department budget funds for this purpose.
- In my department, there is little or no “out of state travel” budget for attending annual workshops, training seminars, etc. I've been allowed to go once in 4 years to a workshop and I feel it would be in our interest to make travel and training explicitly available to all professional staff in each department, especially in tech areas like photography where things change rapidly, rather than this hit and miss approach. Some positions have this built into their annual budget such as with the Web Manager position and I see no reason why we couldn't do this with the Photo Manager position as well. I don't think we're consistent.
- See above
- 1&3 above. Improve – not sure
- There are lots of opportunities to go to professional meetings, take classes, explore new academic options. Some jobs are easier than others to miss a day or two – don't know how to remedy this.
- See statement above- have pstaff pd plans that include obtaining a associates degree in a timely fashion. Tie to performance eval's. Evidence: in the recent past PD funds were increased. Along with promotions, title & responsibility change the college should offer & support (\$) training or PD rel to new position.
- NWC is always sending its employees to conferences and training. In the grant that I work for there is amount in my budget that is set aside for me to attend professional development opportunities.
- NWC allows employees to continue their education by letting them take up to 6 credit hrs at no charge to and use 3 hrs/wk for class.
- Professional development seems to be highly budgeted for and used by faculty, as it should be. Although NWC employees do have scholarship opportunities (see above) available to them, there are occasions when employees (other than faculty) may have a legitimate and worthwhile need when funding through their individual department is not available to them. I have not seen this to be a problem but if it does become a problem, maybe a common pool of money rather than faculty or constituent group specific would be more equitable to those concerned.
- Webinars sponsored by college relations-open to all, in some areas, I believe professional development is plentiful, I was 15 years in between serious professional development opportunities because of budget limitations., we could make a part of all department budgets a standing line for professional development., I'm told that the local u.s post office personnel call on Holly Berryman often because she gets more training on mailing changes than they do.
- Free credit and workforce classes for employees, dept. budgets support travel/conferences for some employees and students (leadership conferences), prof dev funds in prof staff and constituencies, others?, additional, global prof dev fund set aside. An improvement would be way to access these funds. Wasn't possible this fall, no system.
- Northwest provides professional development and growth for some employees. FUNDING we need to make professional development (ie. Workshops, conferences) available on an equal basis.
- Employees are allowed to take classes here.
- Providing funds for travel to participation in work related conferences and workshops, I'm curious how many faculties take part in prof. dev. I'd encourage more continuing training (possibly in education course) for faculty.

- Minimum value is supported. Small amounts of funding for workshops and travel stuff. Faculty fare much better (sabbaticals, etc. Student trips) Improve by supporting staff who maintain more pertinent education and higher degrees-through financial aid for classes above lower division undergraduates at NWC and graduate school. Compensate staff who obtains Masters or Doctorates in their field which is pertinent to employment or benefits the college.
- There is professional development money available for travel to a conference, for example; however, on-campus professional development is invisible. We should be offering many, varied and frequent opportunities to all staff.

What evidence do you see that Northwest College celebrates the outstanding achievements of employees and students? How can we improve?

- There are “everybody” emails acknowledging achievement and accomplishments of employees-students- But I’m sure there are more that go un-acknowledged.
- We have our award ceremonies and such... not sure we need to do more than that. Celebrating achievements or giving someone 15 min. of fame is less important to me than sustaining a practice of helping them advance to the level of success.
- The Trail for students need to have more accomplishments published. That is the only way we would know unless – one of the faculty send an email Achievements for employees are a little more low key and not well announced. Maybe a story board on the intranet to make things like this known . The employee banquet is nice but not everybody has buy in to it. Hard to reward employee when peoples reward levels are so different. (one likes a plaque, one just wants money)
- End of the year recognition
- No answer
- Not much other than all campus e-mail
- I am always getting emails about employees and students’ achievements. I think we could do this in ways that all of campus is part of celebrating these achievements. Maybe feature them on the home page of website or honor them at athletic events or concerts.
- New to NWC ~ have not seen any reward/awards given. Bit it is a great moral booster!
- NWC need much improvement in celebrating the outstanding achievements of employees and students. When an employee is being evaluated, supervisors are encouraged to use and base their opinion of an employee’s performance on whether they meet the requirements of the job. Outstanding achievement is not only rare but often gets you the label of “Teacher’s Pet, Brown Nose, Overachiever, etc” not coveted titles. I have somewhat of an aversion to the emphasis being on sports, but in this area the high schools do a great job. Each sport is separate and individual and team achievements are easier to evaluate based on results. The celebrations we do have are pretty much popularity contests and who can write the best recommendation. How do you compare the person who puts out the mail with the person who has a highly specific, detail oriented job? We need our celebrations to “GET REAL”, they need to be departmentalized and voted on by individuals within those departments based on a detailed set of achievements (those over and above normal duties). We need to get out of the popularity contest mind set from high school days, and truly appreciate, recognize, and honor outstanding achievers and/or achievements. I could go on for hours on this subject but you get the idea, right?
- We buy ads and try to get news into hometown and local papers, internal communication piece could often move opportunities to “brag” a little about employee’s successes.
- Email congrats, news release share major accomplishments however, no strong evidence we do this well.
- End of the year recognition ceremonies for students and for staff.
- We hold graduation-though not all attend, we hold capstone presentations open for all to attend.
- Recognition at spring employee party, incorporate incentives for completing further education, such as pay increases.

- Celebrate at picnic/ recognition banquets- however limited to outstanding staff per constituent group. Possibly add staff, faculty who have completed additional coursework. This info is included in board reports (if submitted) but not verbally communicated? More e-mails? Of course many people will not submit themselves what have they accomplished or participated in.
- Employees; recognition banquet in spring Students award ceremony in spring graduation December and may.

Criterion Four: Core Component 4b

The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

What evidence do you see of general education for students at Northwest College? How can we improve?

- There are many opportunities for students to engage in general education activities through experiential offerings re, student success programs, student activities programs & trips, intramurals, clubs for students, etc.
- I don't know on this...we seem to have a pretty decent Gen Ed curriculum here. Expanding to a 4 yr would be awesome but otherwise I think a student could do a lot worse elsewhere.
- Most classes require essay. (Writing skills) the general ed requirements that must be fulfilled.
- "College for My Life" Program. Improvements: better match gen. ed requirements to larger institutions (for transfer). (ex: foreign language requirement, math etc) Provide more "higher – level" Math & English courses – so many here are pre-reqs that won't transfer.
- Developmental classes make learning more accessible for all.
- Math Tutoring center, writing tutoring, reading tutoring, Smarthinking, Developmental courses – available to all students at no additional charge. Improvement?
- One thing I am working on with my position is looking at the General Education requirements of colleges our students transfer to. We are taking a look at common trends that we find between what other colleges are requiring and what we are requiring. NWC focuses on making sure our students get a good education here and are set up to successfully transfer to other colleges to continue their education.
- A majority of the required classes are transferable to most 4 yr colleges – that helps student in a big way.
- Students seem to have the mistaken impression that doing the requirements of a course should earn them an "A" When did 'meeting the requirements' change from average to outstanding? The bar should be raised, making a grade of "C: equivalent to meeting the requirements of the course and reserving the "A: for outstanding performance. I realize that not all subjects can implement this criterion but I the areas that can, we need to teach our students to know the difference between outstanding achievement and meeting the requirements.
- Internships, travel opportunities, public events all help develop a broader general education for students, capstone?, I'm not sure we really even attempt #2 bullet.
- We established gen. eds in NWC degrees for students.
- International students are intentionally recruited bringing a great deal of diversity to our campus, general programs are national known and recognized because of their high quality.
- Our students go on and excel at other colleges.
- The general ed. Requirements for each degree –A variety of informational /educational workshops/ events/ activities that occur on-campus. Promote the value of a broad knowledge base through general education course; i.e have all faculty and staff embrace importance of taking classes that are not specifically for a certain major. When staff members/ faculty don't value math, English, history... students will see this and possibly take on some attitude.

- Core curricular for major and general studies, sometimes students either transfer in or test out (advance placement) entry level classes such as English 1010 ect. If so they may miss key skills such as library taught research skills; or other specialized skills taught in basic courses. Possibly need one or more classes that ALL students must take even if they have tested out and received credit. Or incorporate, in case of research skills a research component into all courses, or pass a compliancy exam for graduation of course we miss non degree seeking students....
- We have gen ed requirements that help broaden a student's educational experience. We host academic and athletic teams that allow for learning outside the classroom. We offer internships as well with businesses and organizations.

What evidence do you see of general education for employees at Northwest College? How can we improve?

- Again, there are many public programs offered for free or a nominal fee. There are also classes and workshops offered not to mention a host of committees available for employees to serve on which are good learning experiences.
- Again, tuition waivers are nice evidence of NWC support in this regard. Allowing for pay raises based on higher learning? I don't know.
- Somewhat limited – depends on level of education & type of job. If job requires writing skills then those employees should be encouraged to take those types of classes. All classes are open to employees. Public Communication Interpersonal communication and the courses through workforce.
- Employee tuition waiver
- No answer
- A lack of GE skills such as writing & math are evident in our communications – we could provide PD op's in these areas. Many NWC employees struggle with budget responsibilities – perhaps not from lack of skill or knowledge but lack of training on college's system.
- No answer
- Offering more online /evening classes. Is excellent evidence of seeing gen education for employees.
- General Education is a benefit that is offered to NWC employees. I do not know the exact statistic on who or how many staff are taking advantage of this benefit. I do take advantage of this and I feel that because we are an institute of higher learning, it should not only be a benefit but that an employee (not including faculty) should have to take a minimum of one course every 5 semesters. This would not only be similar to continuing education credits, but would also give the employees the experience of the students and classroom. I think many employees would be surprised at how much school has changed since they last attended.
- Tuition waivers for NWC classes.
- Don't know.
- Employees have the opportunity to attend many lectures, recitals and concerts free creating a broad base for experiential learning, many employees take classes to upgrade their knowledge, skills and to improve their well-being.
- Employees excel after graduating- or go on to other jobs.
- Employees welcome to attend all info/educ/cult. Workshops and activities, keep allowing employees to take classes free of charge w up to 3 hours during work week.
- It's nice to have option to take classes each semester possibly include a given "time –in-work" benefit to those taking courses not at NWC (ie. Upper division or graduate school). We might offer more workshops (1 or 2 day) or cover travel to such if not available to all staff and faculty.
- Show openings, concerts, sometimes even plays. We could bring in outside speakers frequently, and on a variety of topics.

Criterion Four: Core Component 4c

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

What evidence do you see that Northwest's degree programs are useful to students as they pursue their chosen career paths? How can we improve?

- Students graduate and go on to transfer to 4-year institutions or get jobs. I don't have facts to base my opinion, but I think students leave NWC well prepared to enter the workforce or do well in a 4-year institution. Perhaps an Institutional Researcher would be helpful in gathering such statistics.
- ?
- One thing I have noticed in courses that I have taken is that they interconnect in subject matter. What you are learning in one class may be the same topic in another class just looked at from a different perspective. Very interesting how the themes run through so many different disciplines – covers a broad perspective for use later.
- Could include more experiential –based learning through internships, practicum, & community based service- learning opportunities.
- Can we improve UW instead?
- Transfer schools report our students are well prepared. Nursing has high pass rate & placement. Welders go to work in field. Drafters go to work in field. Ag go to work in field. Improve: Better tracking & integration into curr. (?) exp. & job searching. Placement office.
- We offer our students a wide range of degrees to choose from. We offer a few unique programs that you can only find at a few colleges. We are always offering new degrees. I think we could do a better job creating new degrees that would meet the demand of our local and state economy.
- The degrees offered here are common degrees that help individuals get into the workforce, ie Business degree (2 yr)
- In my job capacity at NWC I have seen both sides of this coin. I think the most helpful improvement would be to tell our potential transfer students to communicate early with their potential transfer school and know what the school(s) needs and what the student can do to make that transition easier when the time comes. I think our AAS programs are doing an excellent job in preparing our students for their chosen careers.
- Advisory boards probably address many of these issues, not sure I see #1 bullet addressed in minutes of the AAC or curriculum committee?
- Don't know.
- Title III and project succeed assist students in careers exploration and transferring to 4 year schools.
- They have a great basic understanding of their degree program and can easily go on from here.
- Many students transfer to school successfully to continue in selected career path –many students graduating w/ AAS degree get jobs right out of NWC. Consider implementing new programs that become more in demand in the work world, follow up on students who have received degrees and are working in the field they studied talk to their employers to see how our students measure up.
- Catalog lists core courses needed for degree. Improve by outlining a suggested “order of courses” with timeline so that student does not try to schedule a “Fall” class in spring. Suggest electives that tend to transfers elsewhere and counts towards specific degrees. Suggest courses that will be needed in real world to make student knowledgeable. Such as Operating own business for those in a degree that entails a private business.
- We offer basic computer literacy 2x to see if it could become viable course for non-trans needing necessary computer skills. We need to determine if we will offer it as a course and in what format. Our block transfers demonstrate that our requirements parallel those of universities.

What evidence do you see that Northwest promotes diversity? How can we improve?

- International programs – recruiting. Students & faculty from different countries/cultures. The spring showcase? Where the various international students perform & prepare ethnic dishes. Clubs. The Powwow and feast.
- I think for a small 2 yr college in rural Wyoming, we do a pretty fair job. I wonder sometimes if in our adverts we don't overly depict the amount of diversity that actually resided here. We have a fair amount of clubs and groups that are allowed to promote their differences and celebrate their diversity. I think we're doing okay with this.
- We have an over abundance of diversity all of the multicultural stuff. Being in a course with an individual from another country that is willing to enlighten us on their perspective is very interesting and challenges our thinking.
- Diversity committee, student clubs (diversity club, Lambda (now "GSA" etc) Good program for International students. Improve: more awareness through programming activities, facilitate more conversation with a larger audience a& community outreach & involvement
- No answer
- Large number international students. International recruitment. Multicultural series. International faculty.
- We focus on bringing foreign students to our campus.
- The International students that Mary & Harriet recruit are excellent. Diversity keep the campus alive.
- I feel that diversity in the entire state of Wyoming is difficulty to promote, at best. Our culture at NWC ranges from 88 to 94% White/Non-Hispanic in the past 6 years according to the current Enrollment Data report. I realize that diversity is more than ethnicity but I think any alternative life styles would probably be similar if there were a way of tracking it. The world in general is becoming more aware of diversity bit It's a slow process. With numbers like this, it may even be slower in Wyoming – Park County – Powell – NWC!
- Multicultural activities, recruiting trips to Asia, some articles in the student newspaper could be interpreted as a reflection of an organization that values tolerance.
- We say it but... We don't have a minimum technology requirement in our gen eds correct? Say Hispanics are a recruiting target but don't have funds or people devoted to it, seem to talk the talk better than we walk the walk.
- International travel, international students, many work shops where students and staff present information about their culture and diversity, Native ways clubs, trapper aces-(non-traditional students), single parent support program.
- We have a diverse population of students. They appear to work well together.
- Growth of international program, international recruiting, native ways, Spanish clubs, bring speakers/faculty of different ethnicities and from different cultures and back grounds, continue these.
- Multicultural activities and programs are wonderful. Supportive of campus ventures, ect. Support all activities (legal) or introduce "highly-charged" activities with discussion (opposing viewpoints). Also support the "main stream" thought it is not all bad. I'm concerned that certain faculty (may be staff, too) express personal anti-X opinions in class that have bearing on the course. Students are impressionable and faculty should not press a personal agenda.
- We have a diversity committee. We are beginning to have in service presenters that address diversity. We are beginning to hire faculty w/diverse backgrounds. I would like to see advertise for positions in "Diversity in Education," and I would like to see us create mentoring opportunities for female and other diverse categories of staff to ensure they stay and thrive on our campus. We also have a wonderful 3 of international students- we need our staff's composition to at least mirror that of our students.

What evidence do you see that we are preparing students and employees for a technological society? How can we improve?

- Provide wireless internet access in residence hall lobbies. Web casting & pod casting. ITV classes. The college provides/maintains a large number of computers on campus.
- Our various computer and tech labs seem stocked with the latest of everything. I'm pleased with what we do in this regard. This is simply a money issue...we don't need to improve, simply need to maintain a constant updating in all tech areas on an annual basis as needed to stay current.
- I think most courses do a good job with this. Most require some internet work and reports that must be done on computer. In the office we use a variety of programs, and the college has up to date software.
- Keeping current on OS software. Offer instructional courses. Faulty internet service in the halls (particularly wireless)
- We do lots here. A lot of our resuming students become computer literate here.
- Employees are prepared by the sink or swim method. New software, New junk mail filters – no training. Sink or swim. In the actual tech areas students come to us advanced – we prepare them for or in specialized technology. More internal training is needed each time advances are made.
- We are increasing the number of modern technology equipment in our classrooms.
- A great example is the SmartBoard in each classroom, plus online classes. Offering a couple Comp. Science degrees would be beneficial.
- We at NWC are doing a great job at preparing students and employees for a technological society. Our computer services, although their methods could be improved, work hard at making sure that we have the most current and up to date hardware and software. The improvement would be to offer mandatory sessions on the use and utilization of the products.
- Don't know.
- See answer above re students, which employees can take credit and work force classes adding software training when new software, ect, is added would be helpful.
- We are preparing students and employees for a technological society by offering classes and hands –on experiences in computers, graphic design, photography, ect., northwest offers many on-line classes- using technology to serve students in various locations w/flexible scheduling.
- We have a great knowledgeable computer services staff and up to date equipment. The labs are kept up to date, more help in labs (longer hours).
- Utilizing e-mail and on-line classes incorporating online aspects into more classes every semester, offer opportunities (ex. Classes) for students w/little tech. knowledge to learn more.
- Optional tech classes available. Possibly require a tech test 1st semester to identify students who need help on additional classes. Good to incorporate a black board component into many courses. Faculty need to make sure students have good instructions on black board access and usage. Need all students to learn the ability to evaluate what they find on-line- Is it good, bad, or bogus? Many have no clue...
- We do really good things like offer great classes in technology, and then we don't keep pace w/ technology in our work w/students; we are upgrading our websites, we have upgraded from web ct to black board, but our student e-mail should not be where our students get all their campus announcements because their are so many sent so frequently. We should create an announcement page on adjacent to the MYNWC page. We're doing this survey by hand instead of on the computer....

What evidence do you see that students understand the utility of their degrees and coursework?
How can we improve?

- Not sure
- I don't readily see evidence on campus of this but we do have feedback via alumni and other gatherings of evidence t support we're doing a affair job of directing students this way.
- This is harder to determine. Depends on why the student is here. If they are here because mom & dad said they would be they probably don't even know what they are interested in let alone know what degree they

should pursue. Being a two year school means we are helping them grow up and find their way. I think we do a pretty good job of that.

- Tough one – many students share the perception that college, especially NWC, is not part of the “real world”. Not sure how to change that perception so they (students) take their coursework seriously. Improve: again I think a community based service-learning program would help bridge the gap., as well as other practicum & internship opportunities.
- It’s difficult for an immature 18 year old to find the correlation between attending today’s class & a better life later. Maybe we need a “college skills” induction ½ cr. Class for those in developmentals.
- It depends on the student
- One thing we could do is have more employees come to NWC to recruit our students for employment. This would help them see what kind of job they could get with their degrees.
- Not sure if they do understand. This is where their counselor/advisors need to step up!
- I don’t really know if the students understand the utility of their degrees and coursework. We have students who are ready to graduate and don’t even know what degree they are receiving. They may know their major but not their degree. They utilize the General Studies major to avoid taking courses they do not want to take or may not need at the school they are transferring to.
- Don’t know.
- Don’t know.
- The use of internships and capstone course provide opportunities for students to experience some “real world” hands on learning.
- Many students go on from NWC and get jobs and are successful in their fields.
- Expose students more to people in their field of interest to see what “really” happens in that job and what it requires- more job shadowing / internships.
- Many do not understand- do not or cannot or have not learned how to look ahead and see what will be needed- or to know where they are headed- goals (besides jobs and money). This concept really need to be incorporated in high school courses possibly have a NWC faculty/staff teach a module to HS students during English (required) class.
- No one wants to take math because they don’t see the value of it. This is the same complaint across disciplines...I don’t think we NWC do a good job of explaining the reasons behind for gen requirements. Many students do understand the value of their education. Many others need reminding, often, just to persist toward a degree. Advisors and students affairs should team up.

Criterion Four: Core Component 4d

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

What evidence do you see that student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge? How can we improve?

- Not sure
- Theme house activities come to mind. The photo theme house for instance allows students to provide public support of charities, using their photographic skills to promote exhibits with proceeds helping those in need, etc. Continuing the support of student theme houses would be vital.
- What a question. Not sure what to say. I think the success center is successful. But other support programs? Trio does a good job and our Residence Program is awesome.
- Student Success Centers offers great support & function. Good Trio program. Open Door still developing.

- No answer
- No answer
- NWC offers great support services for students to use. We could have these services in a location that is more student friendly.
- Project Succeed & Single parent programs are wonderful. What a great support system for NWC students.
- Not my area of expertise or interest. Hope someone else takes this one! I know the support programs we have but have no idea of the outcomes associated with our programs.
- Don't know.
- Don't know.
- SSC and project succeed implement on –course and action plans tutoring and workshops to teach skills and give encouragement.
- No answer.
- Some students w/ tutors are succeeding when they struggled w/ out a tutor. Some students in project succeed are succeeding by having extra support and encouragement they also learn where to go if they need help. Encourage faculty to direct students to student support programs more. Sometimes faculty has misconceptions about what the support programs are and what they have to offer; work on correcting these misconceptions/.
- Not sure what programs we offer...most workshop/ lectures are volunteer not required. Think English classes/ history classes to reinforce this. Those that most likely violate this concept do not take or attend the lectures and activities. All faculty (Admin Staff too) need to review copyright laws in educational institutions. We have individuals violating these laws which if someone complains, could result in a law suit- Lets not push the envelope some resources used in classrooms should be purchased not copied.
- Project succeeds extensive student support services to bolster time management learning stagies, career and educational on goal setting, workshops....College studies courses Both work w/ small populations, incorporate good ideas from both into a coherent first year experience program for first-time college students. Use success to create more success.

What evidence do you see that Northwest promotes social responsibility among students and employees? How can we improve?

- Not sure
- See above. Social responsibility is something that should primarily come from the home, a person's acquired maturity throughout their upbringing but I think for a public institution like NWC< we do a pretty good job of offering our services to the community in many forms from events we open up to the public and opportunities for education to be promoted to all ages. We do fine here.
- Having students on committees
- Leadership opportunities in organizations yet again, this area would be best fulfilled with a well organized and functioning service-learning program (one in which students fulfill community service & outreach in a major-specific project, etc.)
- No answer
- I don't see the evidence much – some student clubs do hwy cleanup & or community service. Improve: offer a community service credit or class rather than allowing only NWC Foundation to do campaigns for payroll deductions – each year ½ or ½ have a new payroll deduction venue. United Way, Food Bank local, Habitat for Humanity.
- One goal of Kick-Off Weekend is to make it clear to students what is expected out of them in college. A big part of this is laying out the ground rules of how they should act.
- I do not see “social responsibility” programs or education.
- Most of the social responsibility among students is not public knowledge if it is in the negative light. We have many opportunities for students that promote social responsibility (alcohol & drug awareness, rape

crisis, etc). among students but not among employees. When I see a coworkers name in the newspaper for DUI, I often wonder; if the employee(s) have to answer to anyone at the college for their error in judgment; If they are contacted by anyone to let them know the opportunities available to them for alcohol or drug counseling; or does it just get swept under the carpet hoping it will go away and not happen again.

- Residency hall programming.
- Photo houses fund rising benefits.
- FOCUS groups (Res. Life staff) and counselors present numerous workshops on various topics relating to social responsibility. We can improve by incorporating more services learning.
- No answer.
- Provide BASIC training and safe zone training promoting service learning, promote more volunteerism amongst students.
- Kick off weekend activities, surveys results and residence hall activities. Broaden beyond alcohol and drug use- voting volunteering etc... have more campus activities for faculty and staff.
- Student: Project Succeed has peer mentors program. NWC offers a lot of opportunities through clubs and organizations and internships. Employees: Service on committees across campus. Attend events. Create opportunity for more students and employees to engage together in these or other activities.

What evidence do you see that employees model social responsibility? How can we improve?

- Bruce Nisley – teaching in Africa. Floyd Young – wellness tips. ? – Habitat for Humanity. Maybe there should be more people modeling such behaviors.
- Honestly, I think we ask too much of NWC or any institution to “be: something other than what we are, teachers, employees, etc. IF we can simply be good at our jobs, teach the curriculum and not break the law in the process, then do we need to do more than that? We’re just a part of the community, not its moral dictators or guardians.
- Not sure what you mean by social responsibility. Most employees are caring individuals who are student oriented. Most belong to organizations in the community.
- Not sure
- No answer
- Raise the bar – model the behavior promote recycling. Reward civility & professionalism, kindness, charity. Until these issues are addressed and become culture you will never hear some one on the street say NWC employees as a whole are socially responsible.
- No answer.
- None
- I don’t see that we have a great need for employees who need to be taught or counseled on modeling social responsibility. The incidents of poor judgment in social responsibility are fairly rare so the only improvement I could see would be to have some sort of letter go to the people who have exercised poor judgment, letting them know that their behavior has not gone unnoticed, and to reinforce what options they may have to be counseled for their problems. Boy am I glad this is done.
- Employees often use e-mails to support events/activities associated w/various social needs.
- Club advisors work with student groups.
- Many employees are very generous with their time, energy and resources. Emphasis on civility has been helpful.
- No answer.
- Employees are good examples in community-rarely if ever do I hear of an out-of-control employee in the public, employees often volunteer in community.
- Not much NWC evidence except policy- employee’s integrity. Possibility? Programs or literature for employees who need a reminder- without threat of termination. More free health consultations. With regards to volunteerisms- Support several NWC employee groups- such as highway cleanup, help serve at

local functions. Serve free snacks to students donated by constituent group- or division/office while they last.

- See Above.

Administrative Staff

Criterion Four: Core Component 4a

The organization demonstrates, through the actions of its board, administrators, students, faculty and staff, that it values a life of learning.

What evidence do you see that Northwest College values lifelong learning? How can we improve?

- We devote BOCES money to continuing education
- Need to expand professional development funding
- Need to add professional development as a component of our expected performance outcomes
- We engage students in some research through capstones
- We need to be more systematic in gathering and using research and assessment data for org. improvements.
- Extended campus classes, ITV, and internet available for people who work. (Online book ordering also available)
- Housing available for non-traditional students
- To improve we can continue what we are doing and increase the number of these kinds of courses that are offered.
- Faculty has professional development monies, sabbatical leaves and mini-sabbaticals/ their pay scale also reflects education, and professional development plans. The college continued support for this is excellent evidence that NWC values lifelong learning. In contrast however professional staff, administrative staff has virtually zero incentives to increase professional development and almost no money to do so. Classified staff does have the option of taking courses either for credit or through workforce. So the college does well with some and badly with others. For students the record is also uneven. We do have honors designation and PTK, but honors programs have struggles at NWC. The addition of the sophomore awards and ceremony and the creation of December graduation ceremony are terrific pluses.
- Staff may take classes each semester at NWC with tuition waived. Staff may also take classes from U.W. (3 credits a semester) with tuition waived. NWC supports lifelong training through the golden age waiver. To improve, create opportunities for staff to have tuition paid for enrollment at post secondary institutions.
- Departmental fund are allocated for in-state and out of state. Travel funds are used for workshops and conferences. There is only really one in-service all year and opening meetings in the falls. Perhaps an organized in-service?
- Employees are encouraged to take classes at no cost. (Credit through NWC and UW).
- Other classes are also available such as Excel training etc. (Through CTD)
- Have non-traditional students in classroom
- Provide workforce continued learning and community education
- Provide learning opportunities to staff
- Provide education programs to the community that require no tuition

What evidence do you see that Northwest values professional development and growth for employees? How can we improve?

- Have added more money for Pro. Dev.
- Have plans to clarify and distribute better process for classified and Prof. staff to access Prof. Dev. Funds
- Add Prof. Dec. as a stronger part of our Professional Appraisal process

- Constituency groups are given an annual budget for professional development
- Professional development is made available during in-service each semester
- The college record is very weak here. Again, the college does pretty well with the faculty, but for everyone else it is a failure. Right now virtually no one knows what model will be used for the compensation of professional, classified and administrative staff. The consultant has been working on this for six months and in all this time the college community has not heard one word that education or professional development will mean anything in terms of compensation. To that extent, even if there is some compensation or reward included for professional development and growth, the fact that this has never been shared on campus is a clear message that this means nothing to the college. It may be a means to an end for determining salaries, but professional development has no value to this institution
- There are opportunities for staff to attend workshops, conferences and seminars
- Allocate funds so that more opportunities can be funded
- Provide financial assistance to support staff who wish to get new degrees or attain higher degrees
- As noted above, once a year a day is devoted to learning. This doesn't seem like much of a commitment
- NWC offers every employee the opportunity to take classes on college time
- NWC and UW work together to offer one free class per semester through UW
- The college has professional development money
- Work with all employees to guarantee a short and long term development plan
- Professional development funds are available to some. I'm not sure if all employees have them, but all employees can take advantage of the tuition waiver for NWC and UW classes.
- We could provide some campus wide training more often than just in-service days
- Funding is questionable

What evidence do you see that Northwest College celebrates the outstanding achievements of employees and students? How can we improve?

- Add additional recognition categories and increase news coverage of these
- Honors recognition for Phi Theta Zappa
- Spring faculty and staff recognition awards
- Annual Employee Recognition banquet
- Program receptions given by the office of instruction for outstanding students
- Scholarships given for students who do well
- One the positive side there is the end of the year event and awards for loyalty and service as well as awards by constituency for outstanding achievement in a year. This is an area of strength that could be improved. We do this once a year, but there are 364 other days when this is not an issue. Also there has been unnecessary angst and frustration with the current process. Some other places do employee of the month, or special parking places etc. we don't seem to do anything during the year. (NOTE planning for the awards dinner is a tremendous amount of work and is appreciated by most)
- We send out everyone e-mails
- Publically display information about success and awards
- The occasional e-mail and recognition at the "Spring Fling" is the institutions were to value learning and achievements. The celebration would be varied
- Students don't know
- Employees have outstanding employee awards
- Should probably have something more than once a year to recognize good work
- Sometimes we see this over an everyday e-mail. It will be better when we have a campus newsletter in place again
- I see articles and ads

Criterion Four: Core Component 4b

The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

What evidence do you see of general education for students at Northwest College? How can we improve?

- Our general education program is one of the most substantial in the state. We review all recommended courses against accepted learning outcomes.
- Continue to ask serious questions about content of general education requirements, e.g: Second math and/or lab science courses and college level math and cultural courses for AAS degrees
- General education is required for all degrees
- Assessments are done to track student learning in these courses
- The general education program is very strong. Evidence is the curriculum itself, the statements on the outcomes of each of the general education areas, approval of all the courses meeting general education requirements. The discussions in the curriculum committee noted in minutes on this subject, the major attention paid to general education in the assessment plan, the large number of general education credits required for degrees etc.
- Incorporation of teaching across the curriculum
- The general education of students seems good. The activities available to students seems to give them a varied experience and exposes them to new enriching opportunities
- There are lots of ideas about how to connect general education to life long learning. Capstone is one. Having a motivated faculty and staff participating in life long learning seems key
- I personally don't know
- We provide general education that is well thought out for a global society
- Committee is a good controlling body for maintain general education effectiveness
- Curriculum

What evidence do you see of general education for employees at Northwest College? How can we improve?

- Co-curricular activities: writers series, rosebud films, Friday reading by faculty and students
- Add more programming during the day
- Tuition waivers are offered for employees
- Employees are encouraged to take classes
- Odd question. In the past when we required advanced degrees for supervisors and degrees for almost all positions, I think we demonstrated our value for education and support of general education. With the denigration of these standards (BA/BA degrees for supervisors/directors and perhaps no degree at all for other positions) this value seems to have declined. We seem as an institution more concerned with HR standards, saving money and not terribly concerned with education
- Not sure I do see this
- We can take courses at no charge
- This is of limited value to those with advanced degrees
- See previous question
- Specific training and education for employees seem to be more focused on specific topics. Again, all employees have the right to take classes virtually free. The problem is in getting enough time to do so
- Better training by personnel office

Criterion Four: Core Component 4c

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

What evidence do you see that Northwest's degree programs are useful to students as they pursue their chosen career paths? How can we improve?

- Transfer

- Wyoming department of employment research
- I don't know, assume some sort of follow up is done with graduates after a certain period of time
- Placement data, Wyoming Department of employment data, anecdotal data, the way we could improve is to get more data. We virtually don't use that National Clearinghouse data; we have no placement services and therefore no tracking of placement. It is amazing we have as good as ideas as we have and is a testament to the connection that students make a NWC that keep in touch
- Stories that come back to us from specific students about how the education they received at NWC was broad enough that is was applicable to many career options
- AAS programs are specific to a field but transfers students come away with good skills and the capstone is very useful in helping students to organize their thoughts
- Don't know!
- It's difficult to track students once they leave here, but we do continue to hear stories about some of our students and how they have become a success. We are provide statistical information from UW and transfers from here that show we are above average in providing the first two years of education
- Don't know

What evidence do you see that Northwest promotes diversity? How can we improve?

- Increases in int. student number
- Two new multicultural faculty
- Increased minority participants in athletics
- We have diversity committee
- Increasing numbers of international and increased recruiting in that area
- Variety of student clubs
- Even such as the ones Mary Ellen and Harriet put on. Multicultural events, buffalo feed, etc.
- We promote diversity through the student body. We had hoped for a record number of international students (50). This represents 2.8% of our student body. We also have students representing diverse ethnic and religious backgrounds. We have for a number of years had various programs for gay and lesbian students. Although we are not really diverse, we probably do math or exceed the percentages in our community. We have also hired some employees with different ethnicities and alternative lifestyles. In the past 20 years gender diversity has been very evident in administrative staff. We have had female Deans, Vice Presidents and two female Presidents. Gender diversity was declining in the faculty, and is something that should continue to be monitored. In this past hiring year two positions held by female faculty. In one year we went from women representing 35.7% of the faculty women representing only 32.9% of the faculty 2007-08.
- Diversity committee
- Events specific to diverse populations
- Cultural awareness events
- Club events
- Trips
- The clubs on campus help students to connect with others with similar interests. There isn't much of a discussion of diversity aside from that.
- Recruiting a diverse student and faculty staff
- I feel the climate and culture are pretty conducive to diversity
- Diversity committee
- Safe zone training
- Our international student population here increased tremendously over the year. Our staff is no very diverse, but maybe in time that will change to
- Our multicultural coordinator

What evidence do you see that we preparing students and employees for a technological society?
How can we improve?

- Technology requirements in capstones

- Keep new computers and software available in computer labs
- Very up to date Mac labs for photo and graphic arts students
- Classes are offered for the latest technology and programs
- We have an all-college outcome for information technology literacy. We have lots of computers that often work. We have numerous courses, degree programs, workforce development programs and non-credit programs devoted to teaching individual technology, software etc. we have the foundation and the college support to increase technology on campus, we have expanded the staffing in the computer services area and instructional technology area. According to research on leading technologies on college campuses we are now firmly up to the year 200. With the addition of vodcasting we will one of 10 top technologies on college campus in 2007. This is better than in 2000 when we did not have of the ten for 2000. How to improve? We have done a lot, but this is a bottomless pit and requires constant change, innovation and assessment. We have virtually no assessment of our technology use. We have no strategic plan to innovate, little or no money to maintain and repair, training takes time and staff does not have time, we have increased instructional technology staffing, but we are behind other colleges. We have increased computer services staffing but as several staff have indicated “services” has declined in the past year or so.
- Computer classes
- Technology training for staff
- Enhancements to correct resources (NWC website)
- Title III Grant
- Blackboard and instructional technology is excellent for our institution. However. Some of the IT systems are progressive and stifle access to learning. We need a wireless campus system we can get to easily.
- We do encourage technical training but I think we could do a better job of it. For example: no training on office 2007
- Many many computer labs. Almost all classes require student to use technology.
- Capstone requires use of technology
- Foundations campaign focuses on it, right?

What evidence do you see that students understand the utility of their degrees and coursework?
How can we improve?

- I don't know if they really realize it until after graduation and get out and use their knowledge.
- Student's demands for courses are relevant, for career information, student's selection of degrees pursuit of programs that seem to have utility. Photography and nursing for example graduate for more students than English and music. A way we can improve is to do three things: continue and improve our message to students that general education has utility. Employees want people who can write, speak and think. Second we need to expand student engagement within classrooms. Third, we need to expand for utility degree options.
- I am not sure that I see substantial evidence of this
- I see NWC striving to broaden students understanding through the Title III grand and through classroom experiences
- Students seem very clued to what they can do with their course work degrees
- Don't know
- I don't know. Unless faculty are doing this. I don't see much evidence of it. We need a career counseling conti. Something more visible than open door office.

Criterion Four: Core Component 4d

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

What evidence do you see that student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge? How can we improve?

- Capstone criteria
- I see students who are getting help from the student success center and they are doing better in classes and have more confidence
- Through programs students are coached on the following skills and to develop positive attitudes about substance abuse (not to do it), goals setting/planning, positive self management/image, financial management
- Student support programs do a great job with those students covered by grant funds. Many students are unaffected by their services,
- Getting it out of the remote basement is a start
- Don't know
- I don't know
- Capstone courses

What evidence do you see that Northwest promotes social responsibility among students and employees? How can we improve?

- Multicultural program series
- Cross-cultural gen-education requirements in AA and AS
- Programs given by Res. Life and activities office. Example: alcohol awareness week, orientation programs, safety programs
- I think we are pretty strong on all the bullets above
- Encourage volunteerism off campus and on campus and allow time for staff to be involved.
- Encourage a culture of being a part of something more than just NWC
- I think that students behave a little too responsibly. Part of social responsibility in a democracy is to question. I see not so much questioning
- NWC encourages employees to become involved in off campus community service programs
- I think there should be more emphasis on participation in these activities
- Theme houses require a community service project. Rules in place to promote social responsibility in resident halls
- Faculty are required to provide community work
- It happens in residence halls

What evidence do you see that employees model social responsibility? How can we improve?

- Recycling
- Diversity committee initiatives
- Try to be good examples to students whenever possible
- Encourage students to respect others
- I think this is very hard to evaluate. I think several faculty demonstrate a commitment to academic freedom, freedom of thought and speech, shared governance and professional respect. I think several employees also demonstrate professional, ethical and responsible behaviors. On the flip side, use of drugs, lack of professional behavior and immature reactions are not entirely uncommon among employees. People have exploded at other people, even with students observing. This is not isolated to any one constituency. Faculty have screamed at classified, professional staff have criticized faculty, and classified staff have maligned professional staff etc. we have also sometimes mistaken moral rigidity for model social responsibility.
- Volunteering
- Contributing to the foundation
- Monitoring
- Involvement in professional associations
- Conformity is modeled quite well
- Social responsibility to create change I don't see so much

- Not Really! Campuses should be more involved in energy conservation and recycling
- I think we are laboring here but I don't know what the fix is

Faculty

Criterion Four: Core Component 4a

The organization demonstrates, through the actions of its board, administrators, students, faculty and staff, that it values a life of learning.

What evidence do you see that Northwest College values lifelong learning? How can we improve?

- Professional Development funds have been available whenever I request them. Student Recognition ceremonies are frequent and well done. Awarding of Certificates alone, or as steps toward a degree are encouraged.
- The “senior-citizen discount”, community education, offering night and weekend classes , as well as classes at off-campus venues (Cody and Worland) Improvement: I think we need to think about offering more night, weekend, and alternative-delivery methods of classes. Given that we fired 2 coaches because they “weren’t winning”, I’m not sure that we value learning, much less life-long learning. These are examples of things we need to improve, I suppose.
- Work on keeping the desire to learn all through life.
- Professional Development money for faculty was increased last year. Still only serves a few. Could be doubled again & more. Improve: Sabbaticals
- Evidence: Employees can take classes for free! (7 credits) Prof. Dev. Funds for travel/conferences available, technology workshops available. Improvements: #2 above I am not sure I have seen this at all. #4 above – I occasionally hear about something someone has done, but not as “public acknowledgement”. Idea – add an employee education program that pays for X-credits at other institutions outside WY for employees who wish to pursue upper level degrees.
- There is very little evidence of this. Funding is distributed in ways that are not consistent with this statement. If this is a goal, the funding for learning should be a priority. At this point, funding for a college band and the president take priority over academic endeavors. Scholarships are distributed unevenly, with less going to academic areas than sporting areas. This does not seem to support learning.
- This is a quick response-sorry so little time for deeper consideration: Evidence: \$ for faculty development, variety of lunchtime seminars & workshops (1 hr – 1 day) for faculty and staff. Improve: \$ or more \$ for staff.
- The organization *does* support professional development opportunities for faculty. I don’t know about staff and administrators. Improvements needed: Our advertising and recruiting efforts are focused on traditional incoming freshman (a8-19 year-olds). As a *Community* College I believe we should broaden our recruiting to include non-traditional older students. Our Community Education (PVCE) is an agreement between School District #1 and NWC. The college should forge a similar agreement with the Cody School District so that Community Education can be expanded to a larger service area.
- Credential based payroll steps, ongoing workshops in effective teaching (including enhanced technology options), Prof. Dev. Grants via FO, Dean of instruction, foundation board of trustees,- no payroll incentives for promotion- this may effect, staff potential growth.
- NWC provides learning opportunities for all ages. Utilizes the Foundation for long term projects. Improvements- provide more programming, educational opportunities for employees that allow the employees to participate without the stress of having to make up work, time, etc...
- Provides ‘tuition’ for courses taken at Northwest College. Master teacher seminar has been held for at least past two years.

- Not as much as I once saw- we don't reach out to non grads, or especially senior citizens, like we once did, There has been some improvements in professional development funding for faculty, but not so much for staff. The current president cannot even articulate the concept. Our VP's can – and do.
- The offering of courses designed to meet the needs of the entire community are offered. Keep asking these people what they want and need.
- Has the BOT ever actually articulated this “board has approved and disseminated statements supporting freedom of inquiry for ...” Yes for faculty anyway. Yes. We've used this as a gen ed outcome. We certainly generate data (e.g. assessment info,) is that material used for improvement?”
- The replacement of our former volleyball coach , half time teaching and a masters degree, with the current one, no teaching & bachelor's degree, would seem to be evidence against this value.
- NWC encourages and financially supports attendance at professional seminars/conferences and approves sabbaticals for degree development and growth for employees? How can we improve.
- Tuition waiver encourages the taking of classes. Some classes (fitness) are designed for faculty and staff. We house the PVCE. We do retraining and workforce development. We have programs and support for non trads (child care). Sabbaticals for faculty Improve? More time & money to support fac/staff learning
- As an academic community, learning is the force that keeps the “system” going and thriving. People of all ages participate in learning opportunities whether they be in a formal classroom setting, a “field study” France, Costa Rica, New York, England, etc. or in an outdoor environment. The College is committed to offering learning opportunities to a variety of campus and community people. Staff can take courses-release time to take classes. Improve: Advertise the “Golden Age” card or otherwise advertise the “free” or greatly reduced price for “older” citizens to access learning opportunities at NWC.
- Increases in funds and support for faculty teaching seminars. Provisions for training of staff are provide to help develop skills. Stipends for faculty & staff to take classes. Improve: Use information to make decisions, instead of basing It on anecdotal material.
- The college does provide tuition rebates and some release time and salary schedule movement for all employees, but especially faculty. At times I have thought it could allocate more financial resources to this goal, especially for non-faculty employees. While that would mean financial trade-offs, I would place a higher priority on this goal than on things such as the extended travel done by many student groups, especially since that ravel takes many student sour to their classes a considerable portion of time.
- Many Sources of grant funding are available for professional department and for student support programs, travel funds assist with attendance of conferences, several receptions and awards (at end of year) recognized diversity of student and employees for their contributions.
- They are increasing their extended campus presence in Worland and Cody making education available to more adults. We could improve by offering a wider selection of classes.
- Strong support from administration, administration support in financing finding monies- Through Perkins, state funding, tuition and the college foundation etc.

What evidence do you see that Northwest values professional development and growth for employees? How can we improve?

- I have personally benefitted from Prof. Dev. funds to attend very worthwhile conferences. Keep the funds available. The current amount seems fairly adequate – at least for the ATB division.
- NWC offers opportunities for employees to take classes. NWC offers money for development. Improvement: Money for development is primarily for faculty. We need development money for everyone.
- Get involved in projects, fund raisers, etc. outside of the college. Don't just do your job at the college.
- PD for faculty needs to be doubled or tripled. Sabbaticals available need more. Encourage more education. Money for workshops, conferences, etc is due (?)
- Prof Dev funds for travel/conferences available

- The Faculty Development and Morale Committee tries very hard to help the college meet this goal. The willingness of the college to continue to fund this committee suggests that this is a priority for the college.
- As above
- The faculty moral Committee is generous with grants for professional activities. I have received support each time I've applied.
- FO Funds are insufficient (7,500/year) given the numbers of full-time faculty, load requirements (15 semester) make it difficult to immerse oneself into development activities.
- Provides funds for professional development through current budgets, grants, supports sabbaticals, provides in-services workshops throughout the year. Improvement- provide more funding or release time.
- There is finical support for training. To improve; offer master teacher seminars before school begins. It is difficult to "take off" during school time because some classes cannot be skipped and there are not substitutes for them.
- See above comment. Professional development for faculty has improved inters of funding- but time available is an issue. We are bogged down in a mounting avalanche if assessment tasks, purely decrial work, and a relenting contest to keep above of ever changing media/delivery systems. I put much more energy into new iterative of black board, the into my discipline.
- Recent increase in money allocated to this purpose helps continue the same.
- I cannot speak for other groups but the faculty has seen increased allocations for projects. Certainly NWC should be encouraged to continue this. Also, NWC provides free tuition for employees who wish to take classes.
- The recent addition of funds for both faculty & non-faculty development is a welcome change.
- See answer above
- Professional dev. \$. Training and seminars on campus Improve? Ditto above
- For faculty, money is available from Division funds, Faculty Development/Morale Comm. And I think some Foundations money to support further learning in a variety of venues. The Instruction segment of the College supports the granting sabbaticals to further learning; however, I think the current President is not too supportive of such endeavors-probably because of "cost". Improve: Make professional development a highly supported priority by the administration (particularly the President)
- Increases and support for faculty development provide evidence of these criteria. Administrative monies, faculty organizational monies and grant monies all go toward professional development.
- In most respects, when focused on employees, I see this question and the last question as the same, and so my responses would be the same. More sabbatical leaves would be the best way to help faculty in this regard because the cost of "professional conferences" has been skyrocketing, and having gone to a fair number over the years, I believe their value for the money spent is less favorable than the benefit-cost ration of extended leaves.
- See above, could increases awareness of/ dissemination of info. About professional development opportunities.
- Monies are made available to each divisional for professional travel opportunities to attend conferences, ect... They also offer workshops (such as Black board CE training and advising) for training faculty. (We could improve by continuing to offer a variety of workshops.)
- Through the Perkins funding or professional development for faculty and administration. We could improve for staff professional development in the more technical areas.

What evidence do you see that Northwest College celebrates the outstanding achievements of employees and students? How can we improve?

- Sometimes just an "Everybody" email is all we get when someone has achieved something like an earned Ph.D or a book getting published.
- NWC celebrates graduation as well as offering the spring awards ceremony. Student organizations (Block and Bridle, forensics, etc) have end of the year banquets. Employee end of the year banquets.
Improvement: Perhaps not be so anal about how we measure awards. Charlotte Patrick has been here for 40

years, but she won't be acknowledged because she was part-time from 1975-1985, or whatever. I think that's unfair, insensitive, and wrong. We shouldn't just give out stuff to everyone, because when everyone is special no one is. But let's get over our bad self and be reasonable.

- Communicate with the students as much as possible. Get to know them.
- Public press in school & regional papers. Emails to campus (but not a standard). Need consistent reporting from divisions perhaps. Need more from class & pro staff.
- See question #1
- The Instruction office is very good about celebrating the achievements of employees and students. Awarding members of each constituency group on campus with a distinguished member is a positive step. The President seems to be out of touch with most of the campus – including students. Getting his office more involved would be nice.
- Awards at end of year for all categories
- The only celebrations of achievements see are stories in the Student Newspaper and congratulatory e-mails. To improve: Nikki Proffit sends press releases to the newspapers in student's hometowns when they do something interesting...she could do the same to announce an employee's achievements.
- Outside emails and notes I can not think of any aside from nomination process for faculty of the year that FO does- N.B. the award for this has been reduced in recent years.
- Recognition or awards ceremonies for both along with public congratulations through e-mail or newspaper articles.
- Evidence- announcement at division meetings, but generally only for those in my division. Improve? Article in NWC paper use a bulletin board to announce it in (ORB?)
- Annual awards banquet; the spring tea ; ect... More equity across the disciplines would be helpful- some of our sexy disciplines are not well recognized in turns of faculty or student achievement.
- The end of the year event is wonderful and newsletter, ect.
- Two obvious examples are the spring banquet student awards this material also require attention in NWC and sometimes local media. Everybody emails is another method for recognition. We'll see how the blog affects things.
- They are increasing their extended campus presence in Worland and Cody making education available to more adults. We could improve by offering a wider selection of classes.
- WE have so many students & employee recognition events as to be uncountable.
- I have seen articles in local newspapers and the campus paper. I've also seen those articles posted around campus. Improve? If it doesn't exist already, a yearly awards ceremony of some type would be nice (i.e. outstanding faculty award, outstanding staff award, rookie teacher of the year award, etc.) That would be a good time to announce degree completions, seminar trainings, student achievements, etc.
- We have lots of "celebrations" of ourselves and the students. Too many – I find them meaningless and insincere simply because of their proliferation.
- Employee Recognition banquet. NWC TV brings college activities to community. Student recognition ceremony. VP for Academic Affairs – (Spring) Public information (press releases) Intranet email. Send out standing faculty to NISOD teaching excellence conference. Northwest Trail – on top of student achievements.
- NISOD awards, service awards, employee recognition (although some restrictive interpretations have caused hard feelings) make it more positive.
- Increasingly the college applauds student achievement outside of the classroom (ie, when engaged in extracurricular activities, along with their faculty advisors) the downside of this is that it makes students and faculty who "mainly go to class" feel that what they do is less important and not worthy of appreciation by administrators and the campus community.
- See above, VP for academic affairs does a good job of recognizing- publicly and privately- individual contributions.

- Each division gets to select outstanding students from their division at the end of the year. Employees are honored by selecting employees from faculty, classified it professional groups at the end of the year banquet.
- Through the college newspaper, PR department, web page and one on one/ open meetings. May Add an insider blog- doing this to update and recognize people's achievements.

Criterion Four: Core Component 4b

The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

What evidence do you see of general education for students at Northwest College? How can we improve?

- The required gen ed courses are evidence. Improve? Be more open to the possibilities beyond the traditional liberal arts courses.
- I think most of our programs require writing, critical thinking, and some logic and reasoning. Our assessment program works to review whether or not our students are gaining knowledge. Our co-curricular activities actively promote learning. Improvement: I'm not sure our general education is linked to our mission and values.
- The students should be able to: Write correctly in English, (read)? correctly in English, Speak correctly in English.
- Strong gen ed curriculum in AA, AS degrees for sure. Capstones require research, reading, writing, reporting. Outcomes syllabi for activities, music ensembles, art, athletics, speech, drama, etc should link gen ed values & ideas with its activities.
- Evidence: Wellness credit requirement – thumbs up! All students have to take English, Math, etc. Improvements: #2 above I haven't seen this yet – though I have not been at NWC very long. #3 above same here. #4 above: we need to improve this – I have no ideas right now though on how...
- The level of expectation is declining. This seems to be a nationwide trend, but there is no excuse for it in an institution of higher learning. As a liberal arts institution, we seem to focus an awful lot on technical programs and building more of those.
- Requirement of gen ed courses for AA AS AAS, requirement for writing & speaking in (most) capstone courses. Gen ed includes comparative cultural awareness. College hosts (?) & advertises BOCES community service classes.
- The first three examples above are evident here at NWC. I think we do a good job and need little improvement in this area.
- These are, of , course, gen ed requirements and I know we try to use the capstone in some indication of success-however clearly this method may not be appropriate for all areas and there is no enforcement of capstone outcomes (even though they exist on paper).
- Requires learning outcomes of all programs and assessments of these outcomes. Requires all degree seeking students to take a capstone course, requires final exams or equivalent.
- Yes
- All degree programs have strong gen ed requirements. All gen ed courses have been reviewed, and re-reviewed for content validity in the curriculum committee. Capstone data is being used to revise gen ed. Course content. Some co curricular activities are linked (i.e debatel), but I don't detest much connection with athletic programs. We don't even believe coaches should be faculty any more. A big step backwards!!!
- That is most of what we all do. I see the course offerings and requirements for all degrees helping.

- Given that we're a two year school, I'd say there's considerable evidence of gen ed. I'm concerned thou by students inability to see the connections the link the gen ed curriculum. This is I think, something we need to address, especially as we watch our culture become increasingly isolated.
- Monies are made available to each divisional for professional travel opportunities to attend conferences, etc.... They also offer workshops such as Blackboard CE training and advising) for training faculty. (we could improve by continuing to offer a variety of workshops.)
- No answer
- Evidence? High enrollment in general ed classes. (I'm not sure what kind of answer your looking for here.)
- Our assessment of students gen ed learning is chaotic – scattered, vague, impossible to interpret or apply. Lots of what we call “data” on students academic achievement doesn't deserve the name...they are soft, subjective impressions. Too many of our classes do not include a rigorous core of gen eds – students are not held accountable to transfer their “learning” from a gen ed class to other areas//disciplines.
- The general education component of programs of study provides plenty of opportunity for students to learn about science, math, history, government, literature, composition, art, music, communication, etc. I believe that students have the opportunity to learn information, concepts and theories which may enrich their lives, expand their thinking/experience, and prepare them for citizenship and quality living.
- NWC graduation requirements focus on general education and are some of the most stringent around. Capstones provide a measure of proficiency within each field and also with the general education of each student. Initiatives in written and oral communication have been done to assess and correct problems. Improve: While curriculum has examined classes under each of the general education areas, there has not been a recent evaluation of the gen ed areas.
- Compared to most other community colleges with which I am familiar, NWC has long had an exceptionally strong set of general education requirements and offerings to use in fulfilling them. Nevertheless I have recently had occasion to become aware that a significant portion of our students receive some kind of certificate – or choose to pass up doing so (in order to avoid these requirements) without taking any math or science classes. In these times I don not believe a college should be placing its imprimatur on any academic program unless exposure to math and science, nor should some faculty be encouraging heir advisees to avoid these courses while they are here so they can take mostly courses in their major field.
- Many learning opportunities outside the classroom: writing in the wild, study abroad, etc. Breadth of general education requirements actually exceeds that of more selective, 4-year liberal arts college I went to. Capstone courses (I'm not sure they're completely successful at doing what we want them to do).
- The AA and AS degrees, in particular, require students to take a variety of general ed. courses. Each of these courses must satisfy the gen ed outcomes specified for the appropriate category. These gen ed. Courses have all been reviewed by the curriculum committee to ensure that they do indeed meet the specified outcomes.
- Capstone courses, speakers, student producing portfolios, transfer success, vocational student getting the jobs they're trained for- Trio project Improvement need to track students better and longer over bigger time period.

What evidence do you see of general education for employees at Northwest College? How can we improve?

- Do you mean opportunities to enroll in gen ed courses?
- I think our employees have classes available to them. It's cool that they can take classes and earn a degree while they are here.
- The same as above.
- The free tuition for courses does get people into classes. A great idea. Do have a system for encouraging degree attainment that includes pay increases? ? for faculty
- ?

- We have some pretty low standards as to who can be in what position in this college. If we want to promote the standards to the students, shouldn't we hold those standards for our vice presidents, faculty and staff? Setting a minimum standard for employment in each position would help, but encouraging EVERYONE to continue their education would also help.
- Evidence: Employees can take _ credits per semester with no tuition charge.
- I don't know
- It exists if you can fit it in – ah, there lies the rub. For instance, I was suppose to take a Casper college course in Web Teaching- but without release time it did not pan out well for me. Not enough time w/ the demands of full time teaching.
- Promotes advancements through continued general education. Provides tuition wavers for employees to take courses. Improvements provide release time and substitute to do this comfortably without having to make-up work or “squeeze in “a class or workshop.
- Classes are available for employees to take.
- Many employees pursue their college education as a benefit.
- Employees NWC encouraged to work on their education by tuition waivers and allowing employees to take classes during NWC hours.
- No answer.
- Each division gets to select outstanding students from their division their at the end of the year. Employees are honored by selecting employees from faculty classified it professional groups at the end of the year banquet.
- It is not our mission to educate employees
- I don't know
- Whoa! Big question. Since when have we required
- Whoa! Big question. Since when have we required any of us to think well or to write well?
- I'm not that aware of any formal system for employees. Public forums, presentations, workshops etc provide some opportunity for gen ed.
- Variety of degrees/broadbased focus of faculty and staff. Unsure what you are looking for....
- General education courses with tuition rebates and released time are an option for all employees, I believe, but I am not aware of encouragement from peers or supervisors to do so as being a widespread phenomena. Most encouragement is given to efforts to become more knowledgeable and proficient in one's field or job.
- Not sure.
- NWC employees may take courses NWC free of charge.
- Who has time? Best thing to do is bring in more cultural activities or go to billings even more.

Criterion Four: Core Component 4C

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

What evidence do you see that Northwest's degree programs are useful to students as they pursue their chosen career paths? How can we improve?

- The AAS degree programs are all useful to students as they pursue careers.
- Our transfer students do better than students from other community colleges. Additionally, our vocational students get jobs. Faculty DO have high academic standards.
- No answer

- Lots of transfer students to various universities & colleges. Many students out in their professions in music ed. Performance, tech, art, graphics, art teaching. Work on accreditation programs like the NASM & Nursing for other areas.
- We need to track students after they leave NWC so we can know what programs (BA/MA/whatever) they are entering. This will help us make any curricular changes needed.
- For the most part, I think the college does a good job in this area. We need to change our focus from following national trends (especially with technology) to meeting the needs of the students. Knowing what will be expected of them in certificate programs is done very well here, but we drop the ball with some of the general *liberal arts* requirements.
- Anecdotal info as students contact favorite profs. To improve: simply better data on students after they leave NWC. Ask former students what was useful.
- The Graphics Department does constantly assess and improve our curricula to meet the changing technology of our society and workforce needs. The Art Department does not – with the exception of one course, the Art Capstone: Art Portfolio, we don't address careers in art.
- “writing in the academic world” Positive but not widely supported. In the AAS areas it would seem critical that internships be required- but for various reasons can be difficult to integrate if those industries are not local. – it is a shame the Theme houses have seemed to vanish. There is great potential there for the type of community based service that can provide excellent (co) extra-curricular learning.
- Anecdotal information on successful transfer. Fulfillment of requirements to most transfer intuitions.
- Alumni and employees are survived each year as to the level of knowledge, competence and readiness for employment of students.
- For the history program, are “external constituents are UW and other colleges to whom our majority transfer. We do regular program reviews.
- The evidence is the success of the students. This involves successfully transferring or entering the workplace.
- We need to track our students more systematically- my understanding is that most of the data on this subject is anecdotal.
- I assume we can come up with good job placement & transfer data for vocational & transfer students that would be the evidence.
- I see/meet many prior students in town who have graduated from NWC and are working in their degree field. Improve? I don't know
- Evidence is the operative word. I don't see evidence. I hear occasional anecdotal evidence that our students transfer well within certain disciplines or that they do (or do not) have the skills employers want in their employees.
- The degree programs provide employment opportunities (as in nursing, photography, graphics, etc) upon graduation from NWC. For transfer students, effort is made to articulate with 4 yr. colleges in the areas pertinent to specific programs to achieve “seamless” transfer experiences. In the area of speech communication, a broad offering of freshman/sophomore course offerings is provided. Casper College is the only other college which offers some of the courses we offer; otherwise, the other community colleges offer public speaking and maybe interpersonal communications that's it. Improvement: At some point, the math requirements could be examined I'm no sure “college algebra” is necessary – maybe more emphasis should be placed on the “kind” of math most useful to that student's program of study. Allow other problem solving (Critical Thinking, for example) to count for that requirement.
- Review of courses within degree programs by departments and curriculum committee. Constant revamping of curriculum by AAS programs to better serve students. Title III grants that help programs with updated equipment and training.
- I can best speak about liberal arts transfer programs, and these I believe we are doing all that can be reasonably done in the first two years of what will be for most such students 4 or more years of study.

Given that time frame, I would caution against adding a lot of more specialized and applied courses to try to prove that we are “modern” and “relevant”. I believe that much of the first 2 years should be devoted to general education and foundational courses in one’s field if that has been chosen during this time. As my former employer IBM said “we can teach them the latest hardware and software once they work for us if they come knowing how to learn and think.”

- Need to focus more on honesty (avoiding plagiarism, not cheating, etc.) Need to approach addition of on-line courses/ degrees systematically. Let’s not just randomly increase our on-line course offerings. Lets assess the demand first. Make sure on-line courses meet minimum standards (with imposing too much control on course design.)
- NWC degrees are compared to corresponding 4-year degrees at other schools to see what they provide adequate content to make transferring easier.
- Student successes In welding, drafting, nursing, computer tech, photography, graphics, Ag ect. Type of programs- We need to expand out technology areas in Computer communications- In all areas of study.

What evidence do you see that Northwest promotes diversity? How can we improve?

- Clubs, club activities, awareness; enrollment of students from many different cultures (not just countries)
- We have a fair number of international students, as well as a student body that comes from a variety of backgrounds (socio-economic, geographic) Improvement: We need to get more local non-white students.
- No answer
- Recruiting students from other countries. Hosting powwows, language classes, workforce & general classes in some buildings, Res halls mix lots of peoples, activities & recreation on campus, festivals, special events. Curriculum requiring comparative culture gen ed classes in many curricula.
- Evidence: Multicultural showcase/other programming, recruitment of international students. Improvement: Mandatory diversity/understanding workshop for students? Recruit students outside WY/MT/ID.
- We have tons of international students! We need to focus on getting some diverse American students. We have very few students of race, even though we have access to those students. Our focus on recruiting is shifting to the aged rather than the racially diverse. We need both.
- Recruitment of foreign students. Opportunities for other cultures to increase awareness Multicultural Showcase, celebration of Mexican Independence Day. In the past the speakers recruited by Doug Nelson. Fulbright lecturer next semester. Improve: Outreach to local Hispanic population.
- The Spanish professor and the French professor work very hard to promote diversity. They probably could use additional financial support or time-off for their extra-curricular efforts. I think NWC as a whole does support the idea of diversity. Do recruiters visit Indian Reservations?? They should.
- The multicultural groups and international recruiting are very effective. Provide more funding and scholarships and let our dedicated faculty and staff do the rest.
- Heavy recruitment of international students, existence of multi-cultural events committee, employment of faculty from a variety of ethnic and religious back grounds, mission statement includes a statement on diversity. Improvements- more funding to programs, clubs, committees that promote diversity- we struggle to put these on –often paying much on our own.
- NWC actively recruit foreign students, NWC offers cultural diversity programs- however, these are generally 1-2 hours. We offer a big Cinco de mayo daylong event, but I think we need to then offer other full day events of other cultures.
- We have a full range of multi cultural programs, and work hard to recruit international students. We do not put the same energy into our Hispanic population. We tend to think of diversity in only racial terms- that should be rectified.
- The college has invested deadlines and time is passing a diverse population. This is next to impossible given our location.

- This is fairly easy to document! CCA requirement, the multicultural series, the study abroad classes, our increasing internet students population, over new relationships w/evolution- and have I heard of a visiting fullbright scholar from viet nam? However, we do need to address gender and disability awareness. The GLB group tends to be fairly low profile and I'm aware of very little to improve NWC's understanding of disability awareness.
- No answer
- That's an easy one – many emails from Harriet Bloom-Wilson from abroad! ☺ International recruiting – international students in my classes. There are also many cultural events sponsored and supported through NWC.
- We have a dedicated small group of people who assure that certain ethnicities are celebrated (Mex. Ind. Day) or that we have international students on campus. But I do not see widespread, rock bottom support of diversity across campus. Of course, I don not know what clubs or activities may already exist which may help make diverse students comfortable on our campus.
- The recruitment of international students (Harriet/Mary currently recruiting) The college provides space for ABE/GED thus bringing people to campus who might not otherwise “darken the doorway” of higher education. I'm not sure how much active recruiting takes place with the Native Am. And Hispanic populations. But efforts are made to support and counsel students from other ethnic racial and cultural backgrounds. Improve: I have a Hispanic advisee who says that many of her co-workers are afraid to come to the college – don't understand how to “access” a college education – it seems so “foreign” to them. Maybe go to Migrant Head Start and do presentation – bring as a group to campus. Guide them through admissions, advising process. Just a suggestion.
- International students. Multi cultural programs throughout the year. International travel. Programming by departments, student activities, and student services provide a wide array of diversity. Improvements: Continue to expand notions of diversity beyond cultural to include other areas such as sexual orientation, gender issues, etc.
- My whole take on “diversity” is very different from some of my politically correct colleagues. I believe people are endlessly diverse even if they happen to all be of the same ethnicity, religion age and gender. I become angry when those 4 characteristics are said to define diversity. If we serve primarily local students, ewe would never under those terms win diversity awards. But if we recognize that values, experience, personality, interests, etc come from many sources and are all important aspects of human diversity, we are presently quite diverse, and can continue to be so, and I hope eventually educators overcome their current obsession with ethnic diversity above all other kinds.
- The number of international students, Low cost and scholarship opportunities, many multicultural events, Employee and student demographics- not very diverse (but we are, after all in Wyoming).
- Harriet's trips to Asia to recruit foreign students.
- Our recruitments abroad, cultural activities on the international level, travel abroad through classes and activities, language programs- history. Improvements-better fund to do more especially with an older early retirement group developing.

What evidence do you see that we are preparing students and employees for a technological society? How can we improve?

- Evidence: Computer application courses, Blackboard CE courses & tech support, availability of computer labs. Improve: Require BMIS 2000 for more courses.
- Many classes require computer-based work, or research. They also use Blackboard in classes, as well as other technology like Powerpoint presentations.
- No answer

- Online classes, computer labs used in teaching, Capstone course requiring presentations. Exams online. Music tech, broadcasting, writing, ag, & other digital labs on campus. Curriculum includes classes that require digital software – Graphics, music, nursing, engineering – more
- Evidence: For employees: technology workshops For Students: other than a few specific programs, I have not seen any evidence of this.
- We focus a lot on technology, but on the wrong technology. We are adapting our standards to national norms rather than maintaining at a high level to ensure that we can fit technology into our college. We need to make sure we focus on the right technology.
- Increasing use of computer technology (online & hybrid courses email as means of communication, requirements in courses such as digital photography, physics labs, music technology)
- I don't know
- Here, I would guess that we are doing pretty well. Decent labs and technology based instruction tools; The new computer requirements well also help-Perhaps also including courses in the social significance (responsibilities) of technology could be an added component.> I also think our paranoia over verses and downloading, etc. Has limited our wireless infrastructure. Go to Casper and anyone can be blazing fast connection w/out all the hoops.
- Many course require use of technology, capstone courses require use of technology, workshops and courses on using technology. Improvements- with such a busy schedules/ lives most of us have, it is difficult to make time to learn use of new technology some release time or less service time for a semester to really home in on one or two skills with lots of practice with a mentor would be great along with time to implement the new skills.
- We keep our computers up to date. Have just upgraded to MS 2007 and plan to switch to Vista. Smart Board is in use- students encouraged to do class presentations using power point. Improve: Utilized NWC students e-mails more –make their names easy access from NWC Outlook; allow “ contracts” faculty create in outlook to be easily found when faculty @ home.
- Our capstone model requirements to use class room technology. Many courses blend capstone computer technology with in-class experience. We need to beef up the “college studies” courses in this regard- or develop new orientation courses specific to disciplines. We don't always offer support needed to employees- Scott Horton needs more staff.
- Just looking at the numbers of the computers on campus will tell their part of the story. Where there were none 20 years ago now there must be a thousand.
- Title IV certainly suggests we're on the right track. Look at the changes in the welding and journalism programs. NWC continues to use the web more effectively. (there is a problem of on-campus wireless access...)
- Computer work is incorporated in all of my college level classes.
- Many instructors use online tools through NWC, such as Blackboard, Webadvisor, etc. Also, NWC provides an email account for all students. NWC is also encouraging faculty to teach internet courses and offering training to do such. Improve? I really believe NWC is on the technological cutting edge – not much room for improvement that I can see.
- Well-equipped classrooms. Up-dated curriculum in areas such as nursing, welding, CAD , etc. Support for online applications (courses and tools, such as subscription databases)
- Research use of databases-electronic access. Students in public speaking classes and in capstone classes have to give powerpoint presentations. Most professors require papers be typed. The technically based programs utilize technology try to keep “state of the art” equipment. The photography dept. was among the 1st in the region to use/teach digital photography. Improve: make sure MACs and PCs are supported by the computer service area. And that Scott Horton gets a raise! Keep working to upgrade/update programs to help deliver technical support (don't slack on budget support in this area)

- Students are well versed in the use of computers and computer technologies, Capstone illustrates this ability. Does the number of text messages sent from my class constitute evidence of this?
- We do our best with the financial resources available to provide our occupational students with the latest large and expensive devices available. In my own liberal arts transfer areas most of our students come to us with more technical savvy about all forms of computing and other electronic communications than that then possessed by we older faculty. What many of them lack is an enjoyment of reading, ability to think analytically and ability to express themselves in an articulate fashion – both verbal and written. I believe I can and should concentrate on helping them in these areas.
- See above, Technology use must support learning- we should not seek out new technologies simply because we feel we should. Make students demonstrate a minimum level of competency before they can take on-line courses.
- Scott Horton gives a variety of technology related workshops we could improve by continuing to offer a variety of training opportunities.
- We're working hard on this but the truth of the matter is we need more funding in this area to do more if we plan on being leaders in this area.

What evidence do you see that students understand the utility of their degrees and coursework?
How can we improve?

- Students still do not seem to transfer knowledge & skills from one course to another. Ex – spelling, writing, math
- No answer
- No answer
- Often they have a career goal, but don't know why they have to take classes, even in their area. Perhaps group meetings of majors should include explanations of what courses mean to them as professionals. Course professors should routinely remind students the applications of their learning.
- ?
- They understand their degree. If they don't, they need to re-evaluate their educational goals.
- I don't see evidence
- Students in the AAS degree programs are more focused on their future goals and educational needs than students in the AA degree program. Perhaps the AA degree-seeking students should be *required* to take a short workshop in selecting and transferring to a University, vocational opportunities, and other goal-setting activities.
- Probably $\frac{3}{4}$ of the students seem to have very little understanding of why they are here. We need a large pool funding for bringing in guest lectures who are leaders in their field as well as provide more support for student travel.
- Advisee's voice importance of getting a degree earning credit in specific courses and completing requirements here to make a transfer easier.
- No answer.
- No answer.
- Students come here because they see they can get what they need. Otherwise they would go elsewhere.
- I'd argue this depends on the student in the program. AAS students tend to see an immediate application, however the usefulness of gen ed courses, I would argue remains unclear to many students during their stay at NWC. "Why do I need history...? Again, they don't see the coherence of the curriculum how we present it.
- I teach primarily Gen Ed classes. These are a very tough sell for our students. I'm not sure many of them ever get the point of the importance of a broad knowledge base.
- I don't know if they do. I don't know what type of discussion of this is given during student orientations, etc. but a seminar or something like that might be useful during orientation if it's not already done.

- Getting students to appreciate the relevance of their first two years of college – at least for the traditional aged students – will always be a problem.
- Relevance?? That’s a difficult one to answer. I suspect that those in nursing, welding, etc. understand the “economic utility” of their potential degree-and that may provide a motivation and focus for them. I’m not sure that many of the “general studies’ students understand the “utility” of a degree – and may not gain that understanding for several years. I think the best we can do is provide a positive experience in the classroom – and work to connect subject with student 0 but also to care and be interested in them (students) –generally speaking. If one is interested in students, they’ll be interested in learning.
- Evaluation of advising processes? I feel we have little in the way of evidence to support this. I am unsure how to solve this problem.
- Given all I have said affirming the value of general education I am saddened that so few students seem to hold it in anywhere near as high a regard. Therefore, I believe we all need to do more to try to convince our advisees especially, and students generally that their work effectiveness over a whole career and the quality of their lives apart from their work will be enhanced by learning about as many facets of our complex and ever-changing world as possible.
- Ideally, faculty would learn more about each other’s field so we can help students make connections in classrooms.
- Students know that their degrees can help them gain employment.
- Capstone projects, classes that travel and research career parts (maybe over the inter- class January class?) To Denver / Seattle, twin city

Criterion Four: Core Component 4d

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

What evidence do you see that student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge? How can we improve?

- Providing students, who have documented learning disabilities, opportunities to take tests outside the regular classroom, have note takers etc. Test incoming freshmen for learning disabilities before making them take placement tests.
- We have a lot of opportunities for help. Students can get writing and math help if they want it. Additionally, I think there is a social support for students at the counseling center. Improvement: We need more funding for the health center. The hours and services are pretty limited.
- No answer
- New orientation programs set a better tone for the year. Emphasize that students & all staff should discuss what they learn & how & why & when, not just in class. Faculty keep professional skills working. Concerts. Poetry readings, art are good.
- ? Not sure on either question
- They don’t. We are falling victim to “each student learns in their own way, and need special attention”. We spend a lot of money on student success services, but not enough on the people who teach those students. Soon, we are going to have a lot of really successful, uneducated people. While the student success people do some great work., they also contribute to the notion that students are not responsible for their knowledge, actions, or grades.
- No answer
- What is *responsible use of knowledge*? The Academic Computing committee works to ensure ethical conduct in computer/internet use by students and employees by developing policies and technologies that support safe use of the Internet. The Art and Graphics faculty teach the basics of copyright law to our students. I have no suggestions for improvement...?

- We have a policy regarding academic ethics- Through the finer points of how to cite properly can be difficult for students to master- I'm not sure I got it really until grad school- we may be up against some pretty major cultural trends to the contrary (the wiki-generation)
- Students use a tutorial services and their subsequent improvement in course work is evidence of this. Improvement- We need to instill in students the need to practice learned skills through doing homework assignments', better detailed projects. Maybe getting tougher universally on classroom requirements might help. I hear students that my classes are some of the few require homework/ practice students don't seem to have the attitude that practice is necessary to succeed.
- Student support programs have helped three of my students develop useful study skills.
- No answer.
- The ability to keep students at NWC is highly desired and successful.
- Certainly, the success center is an important part of what we do.
- No answer
- Tutoring for students and Project Succeed provide many opportunities for students to develop skills and attitudes to help them be successful in college. Improve? I don't know.
- New plagiarism-detection software. Ind. Course policies. I do not always see respect of copyright (and lack of plagiarism) among faculty and staff. We need to police ourselves better.
- I would assume that within each program of study, some discussion of ethics would take place. Certainly, in most areas of communication, we discuss the ethical considerations of public discourse, interpersonal relationships, persuasion, argument, etc. Frankly, I think a course in ethics would be beneficial. About 12-15 yrs ago Winifred Wasden and Alan Childs taught an ethics honors course. Steven Thulin and I presented an overview of various ethical perspectives, then people from the community – campus, Powell, Cody, etc.- presented ethical perspectives from their area of expertise – business, law, medicine, etc. Personal and professionals ethics.
- Classes promote educational/learning processes rather than simply acquisition of knowledge/skills. Guild lines in student handbook are expected behaviors/plagiarism/student codes of conduct, etc. Syllabi which include mention/development of codes of conduct and ethics.
- As I see it. What we are talking about here vis a vis student is logically first to introduce them to the study and sue of ethics, of which there are obviously different alternate/optional systems of belief in the world. Along with some other overlooked subjects like a conceptual understanding of statistics, I believe that all college students should have some formal instruction comparing at least some of the alternate available systems of ethical belief and practice.
- NWC has a very thorough orientation program the week before school starts which helps teach many of these skills. They also offer a variety of support services throughout the year.
- Learning skills center- up to date class rooms great faculty and support staff to make a lot of this happen...Improve more funding for training on high tech and new advancements in fields of study.
- Project succeed is an excellent program that provides informational sessions for all students, library staff are very supportive and knowledgeable re: teaching students about research. Plagiarism is a problem.

What evidence do you see that Northwest promotes social responsibility among students and employees? How can we improve?

- Great programs delivered through Residential Life.
- We have the no drinking campaigns, etc.
- No answer
- Good cultural awareness courses already on campus. Support staff for this student services work on? to others in all areas. It's not just "customer service" it's a way of life.
- ? Not sure
- We banned file sharing. That was about intellectual copyright. The RA and RD staff does a lot in this area. Some instructors do as well. This is another area where the *liberal* part of the college just isn't there – there are not enough opportunities to promote these issues.
- Standards of student conduct stated in Student Handbook & often on syllabi. RA skits re alcohol use ?? Brochure re alcohol use. Alcohol awareness week. Do we have a safe sex week?

- See above
- Deetoe and Dana 9 as well as the folks in Coulter) have a variety of very effective programs on everything from binge drinking to time management > I think the one-stop shop for student services proposed by the facilities Master Plan will only strengthen this.
- The programming on such issues as alcohol abuse done through residential life demonstrates this. Taking a hard stance on infractions of campus regulations promotes social responsibility. Improvements requiring attendance to programs addressing social responsibility.
- Clear policies are written regarding social drinking, cheating and plagiarism. Improve? Does student support help students with drinking problem? Does seeking that help compromise the student's campus life?
- No answer.
- Tolerance for destructive and illegal choices is not tolerated.
- We do campus- we're training (eg, safe sex, substance abuse, health issues).
- Not answer
- NWC promotes recycling. The student honor society is involved in the Habitat for Humanity. Other than that, I can't think of anything.
- Residence halls and student life do great programs on behavioral issues with students. But on other social issues – volunteerism- we don't have the time or support to do a good job. We have policies which allow jury duty. People can serve as election judges. What else?
- Resident Hall directors/staff provide programs which are designed to raise awareness of irresponsible behaviors/consequences. Multicultural studies courses designed to stimulate interest in/understanding of cultural/ethnic diversity. Counselors present programs and are available to counsel/inform/aid in understanding about sexual orientations, gender issues and other relational issues. Risky Behaviors class addresses issues of concern – sexually transmitted diseases, rape, substance abuse, domestic violence, etc. Some professors address (via literature, communication behaviors, sociological/psychological studies) social responsibility issues. Improve: Keep doing what we've been doing – and be vigilant in communicating the need to behave responsibly and to accept consequences of irresponsible actions. This vigilance must be embraced by administrators, faculty and support staff.
- Drug free campus. Alcohol & drug awareness programs through residence halls and student services. Programs that encourage citizenship such as voting, etc. Low crime rate/incidents on campus.
- Taking a couple different examples, faculty and students are encouraged to address issues of academic honesty (e.g. plagiarism) and to support various charitable efforts based in the community or in the nation/world (e.g. fund drives for storm relief, victims of the dorm fires, Virginia Tech students, etc) In this area all of us obviously could do more, but I think what we presently do is significant, and appropriate to our small size.
- Maybe it isn't practical but courses (or more courses) with a community service component might be good.
- Student services offers awareness programs in regard to responsible alcohol use and sexual responsibility programs.
- It seems to me we're doing a lot- more than other colleges.

What evidence do you see that employees model social responsibility? How can we improve?

- Some do, some don't. That's just the way they are. Receiving tenure "seems" to give some people "license" to be rude.
- We recycle, mostly. We don't drink on campus, etc.
- No answer

- Most everyone I observe is pretty kind & considerate to each other. How do we articulate that to become a value? Is it already one. Example: Being on time, making meeting, grading papers, returning phone calls, dressing appropriately.
- Evidence: the vast majority of the employees that I've met at the college do model this – we are a very student centered institution because of individuals on campus. Improve: However, as an organization, I'm not sure that I've seen examples of #'s 2-4 above.
- Voting booths.
- Employees active in groups that are “helping people”
- I don't know
- Mostly, I think we are on the right track-the civility discussion must continue and become increasingly interactive and supportive cross constituent groups.
- Employees discuss issues that demonstrate social responsibility. Faculty include in their syllabic and discuss support for behavior that models social responsibility. Improvements-More programming for employees on issues of social responsibility- this is difficult because many employees poo-poo “being trained” in such issues. Continuing highly visible discrimination on information such as civility tips, health topics, diversity awareness info etc...
- NWC encourages faculty to volunteer in the community. NWC does not allow any alcohol on campus.
- No answer.
- So many students and involved in a variety of activities and clubs.
- Is this a responsibility we have and how do you measure it?
- We model social responsibility is our strong culture of civility toward each other & toward our students. Unfortunately this culture has been strained by our current college president (see last years motion of censure) We will improve by June 30th when his contract ends.
- The use of recycling. (That's all that comes to mind)
- Individuals may be models, but I don't see a concerted institutional consciousness of ourselves as models of social responsibility.
- To the extent that we communicate respect, value with each employee regardless of “position/” We are all part of a team working together to provide a constructive learning environment for students. Frankly, I think we have a few faculty (I can't speak for other constituent groups...except the current president) who can be rude, crude, disrespectful- and generally negative in their day to day interactions. I think they are a minority; however, they can influence others – students and colleagues in a negative way. I personally believe that teachers should be held to a high standard when it come s to modeling appropriate, respectful communication – and in modeling responsibility for actions...rather than attacking/blaming others for own irresponsibilitles. Improve: Administrators, Division Chairs, and colleagues indicate lack of tolerance for such behavior. That's a difficult thing to do; however, if no one plays the game, there is no game. We can create our communication/social responsibility environment.
- No major arrests? Human Subjects Committee for our research use of that committee as an educational tool for capstone students.
- Employees model the various charitable efforts mentioned in the previous question, give to college fundraising efforts, and frequently lead efforts to raise money for student scholarships. Given my philosophy about such things, I would not want to see a more “heavy Handed” or coercive approach, and I think occasionally that now happens among employees.
- Not sure.
- Employees should be good citizens and be good examples to their students.
- For the most part it comes down to good communications. Especially open discussions in a shred college environment. Improvements- Limit the size of e-mails after a paragraph one should send out a hard copy or call you up.