

# IDEA Instruments Alignment with NWCCU Standards (revised 2010)\*

Standard		Substandard	NWCCU Standard #	IDEA Item #	IDEA Instruments and Items
1. Mission and Core Themes	(no subheading)	1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.	1.B.2	IDEA Instruments	All IDEA Instruments
2. Resources and Capacity	Human Resources	2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.	2.B.6	IDEA Instruments	All IDEA instruments as part of a balanced Faculty Evaluation System
	Education Resources	2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study	2.C.1	IDEA Instruments	Diagnostic Feedback & Learning Essentials instruments Learning Objectives
		2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.	2.C.6	IDEA Instruments	Diagnostic Feedback & Learning Essentials instruments Learning Objectives

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<b>2. Resources and Capacity (continued)</b>	<i>Undergraduate Programs</i>	2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences.	2.C.9	20	Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
				21	Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
				22	Learning to apply course material (to improve thinking, problem solving, and decisions)
				23	Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
				24	Acquiring skills in working with others as a member of a team
				25	Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)
				26	Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
				27	<i>Developing skill in expressing myself orally or in writing</i>
				28	<i>Learning how to find, evaluate, and use resources to explore a topic in depth</i>
				29	<i>Developing ethical reasoning and/or ethical decision making</i>
				30	<i>Learning to analyze and critically evaluate ideas, arguments, and points of view</i>
31	<i>Learning to apply knowledge and skills to benefit others or serve the public good</i>				
32	<i>Learning appropriate methods for collecting, analyzing, and interpreting numerical information</i>				

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Standard		Substandard	NWCCU Standard #	IDEA Item #	IDEA Instruments and Items
2. Resources and Capacity (continued)	Undergraduate Programs (continued)	2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.	2.C.10	IDEA Instruments	Diagnostic Feedback & Learning Essentials instruments Learning Objectives
		4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.	4.A.1	IDEA Instruments	All IDEA instruments
4. Effectiveness and Improvement	Assessment	4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.	4.A.2	IDEA Instruments	All IDEA instruments, particularly Teaching Methods and Learning Objectives
		4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.	4.A.3	IDEA Instruments	All IDEA instruments—including individual course reports, USR, and Aggregate data
		4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements.	4.B.2	IDEA Instruments	All IDEA instruments—specifically development recommendations
	Improvement				

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5. Mission Fulfillment, Adaptation, and Sustainability	Mission Fulfillment	5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.	5.A.1	IDEA Instruments	All IDEA instruments
		5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.	5.A.2	IDEA Instruments	All IDEA instruments

# 360° Leadership Analytics for Administrators & Chairs

## Alignment with NWCCU Standards (revised 2010)\*

Standard		Substandard	NWCCU Standard #	IDEA Item #	360° Leadership Analytics for Administrators (LAA) & Chairs (LAC)
2. Resources and Capacity	Governance	2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.	2.A.1	LAA/LAC	360° Leadership Analytics for Administrators & 360° Leadership Analytics for Chairs
	Governing Board	2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.	2.A.7	LAA	360° Leadership Analytics for Administrators
	Leadership and Management	2.A.9 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.	2.A.9	LAA/LAC	360° Leadership Analytics for Administrators & 360° Leadership Analytics for Chairs
	Policies and Procedures	2.A.12 Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.	2.A.12	LAC	360° Leadership Analytics for Chairs (emphasis on items 12, 14, 42)
		2.A.19 Human Resources- Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.	2.A.19	LAC	360° Leadership Analytics for Chairs (emphasis on items 13, 14, 35 and 42)
	Human Resources	2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.	2.B.2	LAA/LAC	360° Leadership Analytics for Administrators & 360° Leadership Analytics for Chairs

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Standard		Substandard	NWCCU Standard #	IDEA Item #	360° Leadership Analytics for Administrators (LAA) & Chairs (LAC)
3. Planning and Implementation	(no subheading)	3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.	3.A.1	LAA/LAC	Items 4, 7, 10, 35 (in alignment with institutional goals), 44, and 50 of the 360° Leadership Analytics for Chairs, and Items 1, 8, and 9 of the 360° Leadership Analytics for Administrators.
		3.A.2 The institution’s comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.	3.A.2	LAA/LAC	360° Leadership Analytics for Administrators & 360° Leadership Analytics for Chairs provides evidence that voices of constituencies are sought
		3.A.3 The institution’s comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.	3.A.3	LAA/LAC	360° Leadership Analytics for Administrators & 360° Leadership Analytics for Chairs
4. Effectiveness and Improvement	(no subheading)	4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.	4.A.1	LAA/LAC	360° Leadership Analytics for Administrators & 360° Leadership Analytics for Chairs
		4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.	4.A.3	LAC	360° Leadership Analytics for Chairs

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Standard		Substandard	NWCCU Standard #	IDEA Item #	360° Leadership Analytics for Administrators (LAA) & Chairs (LAC)
5. Mission Fulfillment, Adaptation and Sustainability	Mission Fulfillment	5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.	5.A.1	LAA/LAC	360° Leadership Analytics for Administrators & 360° Leadership Analytics for Chairs
		5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.	5.A.2	LAA/LAC	360° Leadership Analytics for Administrators & 360° Leadership Analytics for Chairs