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Criterion One Mission and Integrity

CRITERION STATEMENT: THE ORGANIZATION OPERATES WITH INTEGRITY TO ENSURE THE FULFILLMENT OF ITS MISSION THROUGH STRUCTURES AND PROCESSES THAT INVOLVE THE BOARD, ADMINISTRATION, FACULTY, STAFF, AND STUDENTS.

Core Component - 1a: The organization's mission documents are clear and articulate publicly the organization's commitments.

- The board has adopted statements of mission, vision, values, goals, and organizational priorities that together clearly and broadly define the organization's mission and vision, and the documents are available to the public, faculty, staff, prospective students, enrolled students, and parents through printed publications and electronically through the [university's web site](#). (*Organizational Overview 01*)
- The University's Mission, Vision, and Core Values reflect a strong commitment to continuous improvement in the preparation of Northwest's students. These statements also reinforce the fundamental principles of Northwest's Culture of Quality. (*Organizational Overview 01*)
- The mission documents state goals for the learning—Educational Key Quality Indicators—to be achieved by its students. (*Organizational Overview 01*)
- The organization regularly evaluates and, when appropriate, revises the mission documents. (*5P1, 8P1*)
- The mission, vision, values, and goals (i.e., Key Quality Indicator) documents define the varied internal and external constituencies the organization intends to serve. (*Organizational Overview 01*)

Core Component - 1b In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- The University is committed to the liberal education of its students which addresses the needs and interests of a diverse population. (*Organizational Overview 01, Organizational Overview 03; 1C1, 1C4*)
- Consistent with its Mission, Vision and Core Values, Northwest is committed to increasing the diversity of its population as well as providing diverse learning opportunities to students, faculty, staff and other stakeholders. (*Organizational Overview 01; 1C4; 1C5; 2C3; 4P3*)
- In its mission documents, the organization addresses diversity within the community values and common purposes it considers fundamental to its mission by emphasizing, in its culture core values, that we must care and respect one another. (*Organizational Overview 01*)
- The mission documents present the organization's function in a multicultural society. (*Educational KQIs in Organizational Overview 01*)
- The mission documents affirm the organization's commitment to honor the dignity and worth of individuals. (*Organizational Overview-Culture Core Values 01*)
- The organization's required codes of belief or expected behavior are congruent with its mission. (*4P1, 4P2, 4P3, 4P4, 4P6, 4P8, 4P9, 5C2, 5P1, 5P6*)
- The mission documents provide a basis for the organization's basic strategies to address diversity. (*Organizational Overview 01-Educational KQIs, Enrollment KQIs*)

Core Component - 1c Understanding of and support for the mission pervade the organization.

- The board, administration, faculty, staff, and students understand and support the organization's mission. (1C2, 4C4, 4P2, 4P3, 4P4, 4P6, 4P7, 5C1, 5C2, 5C3, 5P1, 5P5, 5P6, 7C1)
- The organization's strategic decisions are mission-driven. (2P1, 8C2, 8P1, 8P2)
- The organization's planning and budgeting priorities flow from and support the mission. (1P10, 2P1, 2P3, 8P6)
- The goals of the administrative and academic subunits of the organization are congruent with the organization's mission. (1C1, 1C2, 1C5, 1P1, 1P2, 6P3)
- As a result of the Seven Step Planning Process, the organization's internal constituencies are able to articulate the mission in a consistent manner. (1C1, 1C2, 1C5, 1P1, 1P2, 5C3, 5P4, 6P3)

Core Component - 1d The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

- The board enables the organization's chief administrative personnel to exercise effective leadership. (5C1)
- The distribution of responsibilities as defined in governance structures, processes, and activities is understood and is implemented through delegated authority. (4C1, 5C1, 5C2, 6P3, 8P1, 8P2)
- People within the governance and administrative structures are committed to the mission and appropriately qualified to carry out their defined responsibilities. (Organizational Overview 05 & 06, 4P1, 4P2, 4P4, 4P5, 4P6, 5P1, 5P2)
- Faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic processes. (1C2, 1P1, 1P2, 1P6, 1P8)
- Effective communication facilitates governance processes and activities. (5C1, 5P1, 5P3, 5P5, 7C1, 7P1, 7P2, 7P5)
- The organization evaluates its structures and processes regularly and strengthens them as needed. (7C1, 7P5, 7P6, 7P7)

Core Component - 1e The organization upholds and protects its integrity.

- The activities of the organization are congruent with its mission. (Organizational Overview 02 & 03, 1C5, 2C3, 2P4)
- The board exercises its responsibility to the public to ensure that the organization operates legally, responsibly, and with fiscal honesty. (5C1, 5C3, 5P6, 7C2,
- The organization understands and abides by local, state, and federal laws and regulations applicable to it (or bylaws and regulations established by federally recognized sovereign entities). (5P6)
- The organization consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituencies via orientations, workshops, and publications. (1C4, 1C5, 1P6, 3P4, 3P6, 4C4, 4P2, 4P3, 4P4, 4P6, 5C1, 5C2, 5C3, 5P6)
- The organization's structures and processes allow it to ensure the integrity of its co-curricular and auxiliary activities. (6P3)
- The organization has a history of transparency and accountability through the reporting of its assessments via the internal dashboard and via public posting of documents on the www (e.g., the AQIP Systems Portfolio). Recently, the organization joined the Voluntary System of Accountability. (Organizational Overview 07, 7C1)
- The organization documents timely response to complaints and grievances, particularly those of students. (3P6, 3P7, 5P5, 6P1, 6P2)

Criterion Two Preparing for the Future

CRITERION STATEMENT: THE ORGANIZATION'S ALLOCATION OF RESOURCES AND ITS PROCESSES FOR EVALUATION AND PLANNING DEMONSTRATE ITS CAPACITY TO FULFILL ITS MISSION, IMPROVE THE QUALITY OF ITS EDUCATION, AND RESPOND TO FUTURE CHALLENGES AND OPPORTUNITIES.

Core Component - 2a The organization realistically prepares for a future shaped by multiple societal and economic trends.

- The organization's planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, the political/legal environment, competition, social influences, the economy, and globalization. (*Organizational Overview 07 & 08, 3P1, 3P3, 3P5, 8C1, 8P1*)
- The organization's planning processes include effective environmental scanning. (*2P1, 6P3, 8P1*)
- The Seven-Step Planning Process is the mechanism by which all University departments, including academic departments, are evaluated and improve. The SSPP is aligned with the University foundational documents and has been through several improvements since its first use in 1994. Departments complete an environmental scan annually during the Seven-Step Planning Process to ensure that all strengths and weaknesses are realized. (*8P1, 8P2*)
- The pervasiveness of the organization's *Culture of Quality* creates the environment that encourages innovation and continuous improvement. (*Organizational Overview 01, 3P1, 3P3, 4C1, 4P2, 4P3, 4P7, 5P1, 6C2, 6P3, 7C2, 7P1, 7P2*)
- The organization clearly identifies authority for decision making about organizational goals. (*5C1, 5P3*)
- The strategic planning process uses cross-functional teams of experts to identify strengths and weaknesses that will impact the University into the future. (*5C1, 8P1*)

Core Component - 2b The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- As reported by the National Center for Education Statistics (2007 IPEDS report), Northwest spends over \$1300 more on instruction than other colleges and universities in Northwest's peer 41 group. (*2007 IPEDS report available on Northwest's AQIP website, supporting documents*)
- Resource needs are identified through the annual planning and budgeting processes. (*8P5*)
- Departmental resource needs other than financial are identified through the Seven-Step Planning Process and discussed in annual reviews and annual department visits. (*8P1*)
- Resource needs identified to aid in the completion of Strategic Initiatives (aka, AQIP Action Projects) are identified by a cross-functional planning team. (*8P1, 8P2, 8P5*)

Core Component - 2c The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- The university conducts an annual environmental scan informed by faculty experts, Baldrige-based and accreditation feedback reports, and industry reports. The environmental scan process focuses on the following areas: political/legal, demographic, technological, competitive, economic, and social. *(5C1, 8P1, 8P2)*
- Evaluations of employees and systems are conducted annually. Where appropriate, results are shared with the campus community via the Northwest Dashboard. *(5C2, 5P1)*
- Phase 4 of the Northwest Quality Systems Model displays that Northwest uses Baldrige-based feedback reports that emanate from the Malcolm Baldrige National Quality Award process, the Missouri Quality Award process (Northwest received its fourth consecutive MQA award in 2008), and accreditation reports to improve systems and processes across campus. *(2P1, 8P1, 8P2)*

Core Component - 2d All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

- Step 2 of the SSPP details how departmental plans align with the University's Mission and Key Quality Indicators. *(2P1, 8P1, 8P2)*
- Plans emanating from the Strategic Planning Process are aligned with the University's Mission. *(2P1, 8P1, 8P2)*

Criterion Three Student Learning and Effective Teaching

CRITERION STATEMENT THE ORGANIZATION PROVIDES EVIDENCE OF STUDENT LEARNING AND TEACHING EFFECTIVENESS THAT DEMONSTRATES IT IS FULFILLING ITS EDUCATIONAL MISSION.

Core Component - 3a The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- The organization clearly delineates expected learning outcomes for its programs. (1C1, specific objectives and learning outcomes for undergraduate programs are listed in the [undergraduate academic catalogue](#); the specific objectives and learning outcomes for graduate programs are listed in the [graduate academic catalogue](#).)
- Assessment of student learning includes multiple measures and provides evidence at multiple levels: course, program, and institutional. (1P1, 1P2, 1P11, 1P13, 2P4)
- Student-level results obtained through assessment of student learning are available to academic advisors, who share the results with students during academic advisement. (1P5)
- Results obtained through assessment of student learning are available to other constituencies via the Northwest dashboard. (7C1)
- The organization integrates into its assessment of student learning the data reported for purposes of external accountability (e.g., graduation rates, passage rates on licensing exams, placement rates, transfer rates). (7C2)
- The organization's assessment of student learning extends to all educational offerings via the Seven Step Planning Process. (1P10, 6P3)
- Faculty are involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved. (1P1, 1P2, 1P3, 1P6, 1P8, 1P11)
- Faculty and administrators routinely review the effectiveness and uses of the organization's program to assess student learning by reading the departments' annual reports, during the annual meeting with the departments, and at the five-year review. (1C2, 1P2, 1P10, 5C1)

Core Component - 3b The organization values and supports effective teaching.

- Qualified faculty determine curricular content and strategies for instruction. (1P1)
- The organization supports professional development designed to facilitate teaching suited to varied learning environments. (4C4, 4P4)
- The organization evaluates teaching and recognizes effective teaching. (1P6, 4P7)
- The organization provides services to support improved pedagogies. (1P7)
- The organization demonstrates openness to innovative practices that enhance learning. (1P7, 2C2, 4P3, 4P4, 4P7, 5P1, 5P2, 6P3, 7P1)
- The organization supports faculty in keeping abreast of the research on teaching and learning, and of technological advances that can positively affect student learning and the delivery of instruction. (1C4, 1P8, 4C4, 4P4)
- The institution support faculty participation in professional organizations relevant to the disciplines they teach. (1P8, 4C4, 4P7)

Core Component - 3c The organization creates effective learning environments.

- Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services. (1P3, 1P6, 1P8, 1P12, 3P1, 3P3, 3P7, 6P3, 7C2, 7P1, 7P2)
- The organization provides an environment that supports all learners and respects the diversity they bring. (Organizational Overview 01, 1P3, 1P9, 2C1, 2C3, 3P2, 6C1)

- Advising systems focus on student learning, including the mastery of skills required for academic success. (1P5)
- Student development programs support learning throughout the student's experience. (1P9, 1P10, 2C2, 2C3, 3C2)
- The organization employs, when appropriate, new technologies that enhance effective learning environments for students. (*Organizational Overview 01, 1C3, 2C3*)
- The organization's systems of quality assurance include regular review of whether its educational strategies, activities, processes, and technologies enhance student learning. (*Organizational Overview 01, 2P1, 5C2, 6P3, 8P1, 8P8*)

Core Component - 3d The organization's learning resources support student learning and effective teaching.

- Departments within the organization annually review the effectiveness of learning resources to support learning and teaching and report these results during the annual meeting with the President and/or Provost. (5P4, 6C2, 7C1, 7P5)
- The organization provides effective staffing and support for its learning resources. (4C1, 7C2)
- The organization's systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness. (*Organizational Overview 04, 1P4, 2C1, 2C2, 2P5, 8C2, 9C1, 9P4*)
- Budgeting priorities reflect that improvement in teaching and learning is a core value of the organization. (4C1, 7C2)

Criterion Four Acquisition, Discovery, and Application of Knowledge

CRITERION STATEMENT THE ORGANIZATION PROMOTES A LIFE OF LEARNING FOR ITS FACULTY, ADMINISTRATION, STAFF, AND STUDENTS BY FOSTERING AND SUPPORTING INQUIRY, CREATIVITY, PRACTICE, AND SOCIAL RESPONSIBILITY IN WAYS CONSISTENT WITH ITS MISSION.

Core Component - 4a The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- The board has approved and disseminated statements supporting freedom of inquiry for the organization's students, faculty, and staff, and honors those statements in its practices. (*Organizational Overview 01, academic catalogues, student handbook, institution's webpage, 1C4, 4P3, 5C1*)
- The organization's planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its students, faculty, and staff. (*4C1, 7C2, 8P6*)
- The organization supports professional development opportunities and makes them available to all of its administrators, faculty, and staff. (*1C4, 1C5, 1P8, 4C4, 5P2, 5P7*)
- The organization publicly acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge. (*1C5, 4P7*)
- The faculty and students, in keeping with the organization's mission, produce scholarship and create knowledge through basic and applied research. (*1C3, 1C5, 1P8*)

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.

- The organization integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society. (*Organizational Overview 01, 1P1, 1P5*)
- The organization demonstrates the linkages between curricular and cocurricular activities that support inquiry, practice, creativity, and social responsibility. (*1P10, 2C3, 2P4*)
- Learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry. (*1P3*)
- Learning outcomes demonstrate effective preparation for continued learning. (*1R1*)

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.

- Regular academic program reviews include attention to currency and relevance of courses and programs. (*1P8, 1P11, 2P1*)
- In keeping with its mission, learning goals and outcomes include skills and professional competence essential to a diverse workforce. (*Organizational Overview 01, 1C1*)
- Learning outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies. (*1R1*)
- Curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the courses of study, the currency of the curriculum, and the utility of the knowledge and skills gained. (*1P1, 1P2, 3P4, 3P5, 9C2*)
- The organization supports creation and use of scholarship by students in keeping with its mission. (*1C5*)

Core Component - 4d The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- The organization's academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge. (1P9)
- The organization follows explicit policies and procedures to ensure ethical conduct in its research and instructional activities. (4P3, 4P4, 4P5, 5C3, 5P2, 5P6)
- The organization provides effective oversight and support services to ensure the integrity of research and practice conducted by its faculty and students by requiring all research with human participants to be approved by the [institutional review board](#) and all research with animal subjects to be approved by the [animal welfare committee](#).
- The organization creates, disseminates, and enforces clear policies on practices involving intellectual property rights in the *Faculty Handbook*. (1C5)

Criterion Five Engagement and Service

CRITERION STATEMENT AS CALLED FOR BY ITS MISSION, THE ORGANIZATION IDENTIFIES ITS CONSTITUENCIES AND SERVES THEM IN WAYS BOTH VALUE.

Core Component - 5a The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- Northwest's listening and learning mechanisms are designed to understand the needs of students, faculty, staff and other stakeholders. (6C1, 6C2, 6P1, 6P2)
- The Comment Card System is one tool by which any stakeholder can comment about Northwest services directly to the President. Direct feedback to the stakeholder indicates how Northwest will respond to the comment card. (5P5)
- The University conducts an annual environmental scan that includes input from key stakeholder groups. (6P1)

Core Component - 5b The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- In conjunction with the surrounding community leadership groups, Northwest operates "Eggs and Issues" meetings where common issues between the University and the community are discussed. (3P1, 3P4, 3P7, 5C1, 9C2)
- Key communities engage with the University via the Comment Card System. (5P5)
- University Strategic Initiatives explore partnerships with the regional K-12 community. (Organizational Overview 04, Organizational Overview 08, 1P4, 2C1, 2C3, 2P5, 8C1, 8C2, 9C1, 9C2)

Core Component - 5c The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- Collaborations exist with the regional K-12 sector. (Organizational Overview 04, Organizational Overview 08, 1P4, 2C1, 2C3, 2P5, 8C1, 8C2, 9C1, 9C2)
- Collaborations exist with regional businesses and national and international higher education organizations. (Organizational Overview 04, 3P2, 3P4, 3P5)

Core Component - 5d Internal and external constituencies value the services the organization provides.

- Northwest gathers data that demonstrate faculty and staff feel valued and that students are satisfied with their experience at Northwest. (6P1, 6P2, 6P3)