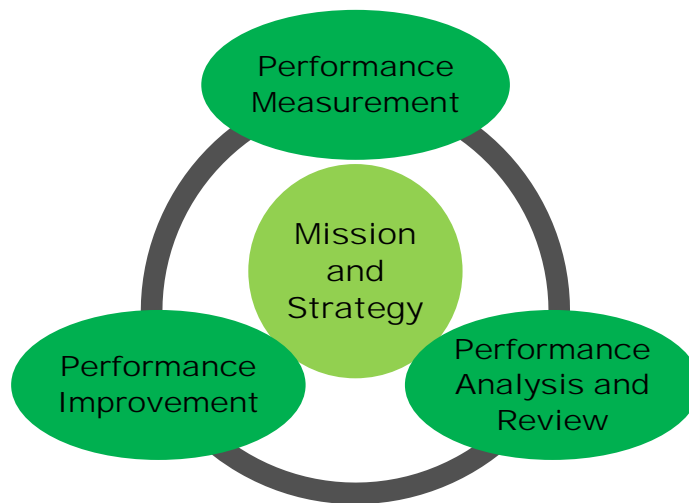


FACULTY GUIDE TO OUR NORTHWEST PERFORMANCE SYSTEM (NPS)

This guide describes the parts of our Northwest Performance System (NPS) that directly relate to the work of faculty. It provides a brief overview of the NPS as well as a description of the assessment and improvement processes, tools, and communication expectations with which all faculty should be familiar.

Brief Overview of Our NPS

Our Northwest Performance System (NPS) is a comprehensive plan of the assessment and improvement efforts at Northwest. The four main elements of the NPS are shown below.



The Central Elements: Mission and Strategy

Central to our NPS is our University mission and strategic objectives. Our NPS has been developed to help us achieve our mission to focus on student success – every student, every day. Our mission is more specifically articulated in our strategic plan, “Focus,” which includes five strategic objectives:

- Strategic Objective 1: Academic Programming and Strategic Enrollment
- Strategic Objective 2: Learning and College Completion
- Strategic Objective 3: Diversity, Equity and Inclusion
- Strategic Objective 4: High Performance Culture
- Strategic Objective 5: Organizational Viability

The Cycle: Measurement, Analysis and Review, and Improvement

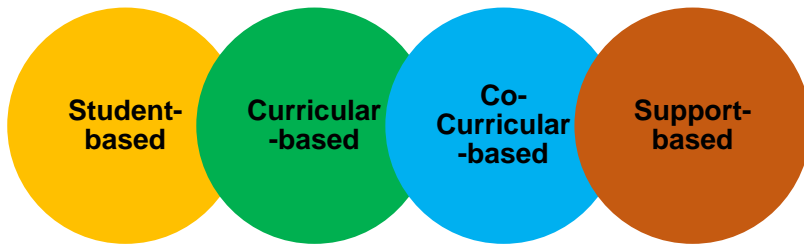
The NPS functions cyclically. The portions of the assessment and improvement cycle are:

Performance Measurement: Dedicated to collecting data and information about performance with the intent of better understanding. The processes and tools in this portion of the process continue to evolve as needed in response to the other work completed in other portions of the cycle.

Performance Analysis and Review: Dedicated to reviewing and analyzing the data and information collected during the measurement portion of the process. The processes and tools in this portion of the process continue to evolve as needed in response to the other work completed in other portions of the cycle.

Performance Improvement: Dedicated to applying the understanding gleaned from the analysis and review portion of the process in order to improve performance. The processes and tools in this portion of the process continue to evolve as needed in response to the other work completed in other portions of the cycle.

This continuous cycle is carried out in all four areas of performance at the University, with coordination between areas when necessary. These four areas are:



The assessment work in each area has a specific focus:

Student-based: Assessment in this area focuses on understanding and improving individual student experience and performance at-large, independent of the assessments conducted as a part of regular coursework.

Curricular-based: Assessment in this area focuses on understanding and improving learning of the academic curriculum, which is derived from the Institutional Learning Outcomes and is primarily delivered through coursework.

Co-curricular-based: Assessment in this area focuses on understanding and improving learning that occurs beyond academic coursework such as that which happens through campus and community service activities, or professional development opportunities.

Support-based: Assessment in this area focuses on understanding and improving support services and operations.

Curricular-based (Academic) Performance Analysis and Review

Within the NPS, there are curriculum-based assessment processes and tools, which are utilized by faculty and academic units. All faculty and academic unit leaders should be familiar with these tools and processes.

Academic Program Review

Academic units use the Academic Program Review self-study process to complete a comprehensive assessment of their programs. For Academic Program Review, all units complete a Curriculum Relevance Scorecard for which the unit evaluates its performance in relationship to learning outcomes, instructional environment, rate and quality of placement, alumni and employer feedback, external accreditations, program relevance and enrollment success. This self-study results in a narrative self-evaluation along with a quantitative evaluation agreed upon by faculty in the program discipline and a set of recommendations. As a result of the self-study, each academic program also completes a 4-UP to be used to help develop program goals and actions necessary to achieve those goals.

The Office of Institutional Research contributes data needed for the Academic Program Review process and makes it available on the Program Review Dashboard.

Each academic program is reviewed on a five-year cycle. The operating procedure is that each academic unit will evaluate 20 percent of its programs every year, thus ensuring program faculty have opportunities to assist in program evaluation on a regular basis.

The process is supervised by the Associate Provost for Graduate and Professional Schools and the program review documents are reviewed by the Associate Provost's Council as well as other academic leaders.

Academic Program Review Tools

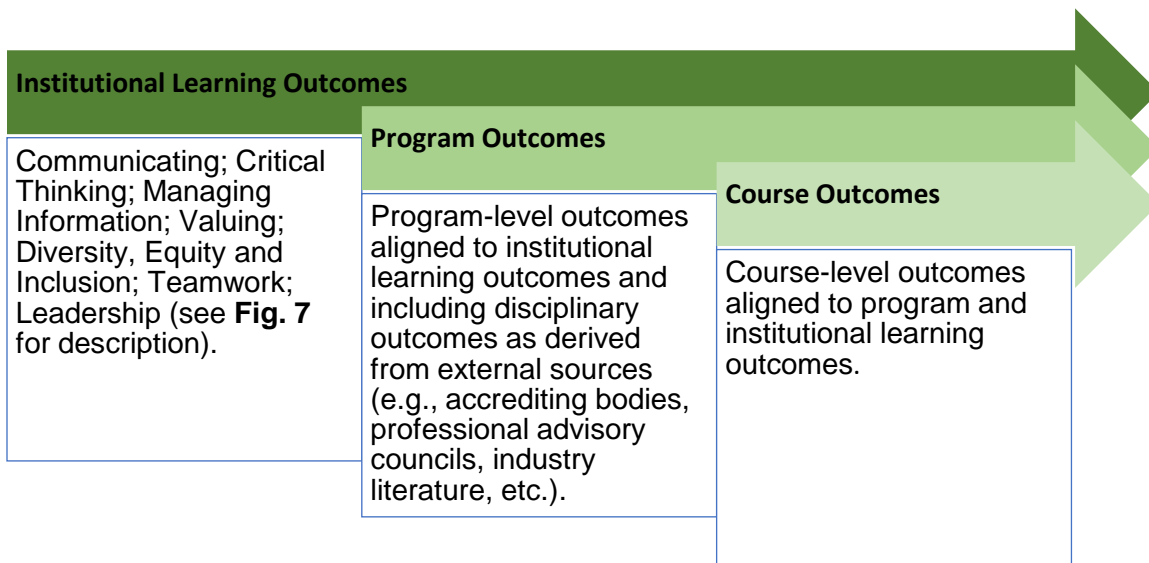
- Curriculum Relevance Scorecard
- 4-UP
- Program Review Dashboard

Outcomes Measurement

Fundamental to the success of the academic units is a clear understanding of Northwest's educational outcomes as well as the outcomes of the programs and courses for which the academic units are responsible. These outcomes shape program expectations for effectiveness and continuous improvement, and in measuring students' achievement of them, we can better define what students' are learning.

Though Outcomes Measurement is a discrete process from Academic Program Review, the data and information collected as part of the outcomes measurement process is incorporated into the Academic Program Review Process to facilitate data-driven definitions of program effectiveness and continuous improvement efforts.

The outcomes are categorized by level of delivery and align with each other across the levels.



The Institutional Learning Outcomes, Program Outcomes, and Course Outcomes are aligned in order to maintain a unified vision of student academic success and to ensure that all academic efforts are in support of the Institutional Learning Outcomes.

The Program and Course Outcomes are created and measured by the responsible academic unit, with the Designated Curriculum Matters Committee providing oversight in the definition and measurement of the Northwest Core Program Outcomes. (The Northwest Core encompasses all general education courses and is explained more extensively in the main NPS document.)

While it is important that all outcomes are aligned, defined and measured systematically, programs may choose the timing and location of outcomes measurement with the option of directly linking the outcomes measurement to specific activities and assignments. Programs, when applicable, should rely on current disciplinary standards and best practices, including guidelines from external bodies, when defining and measuring their outcomes. Faculty, in turn, are expected to clearly outline these measurable course outcomes in syllabi.

All outcomes measurements are reported through Canvas and the aggregate data, as compiled by our Office of Institutional Research, is reported to each academic unit on the Academic Program Review Dashboard. This information is accessible to all faculty at <https://webfocus.nwmissouri.edu>.

The outcomes data and information should be reviewed each term and studied for trends across academic terms. This data and information should be considered when making programmatic, curricular and pedagogical changes. Instances of a less than satisfactory achievement rate should be analyzed and responded to within the academic unit.

Outcomes Measurement Tools

- Canvas
- Program Review Dashboard
- 4-UP

Annual Faculty Member Evaluation

The annual faculty evaluation process is designed to assess full-time faculty member performance, and assist faculty with setting annual goals, in the areas of teaching, scholarship, and service and student support. The process is completed, in partnership with the faculty member, by the chair or director of the department or school in which the faculty member works.

The chair or director completes an annual faculty evaluation form using information from the faculty member's self-evaluation and a summary of student reflections. On this form, faculty members provide their desired percentages for evaluation in the areas of teaching, scholarship and service and student support and list their goals in each of these areas. From this information, the chair or director composes a narrative evaluation that reflects the faculty member's work as related to their goals, describes the strengths of the faculty member's work, and documents any concerns to be addressed.

The student reflection data that is used in each faculty member's annual evaluation is provided by a student survey in each course taught by the faculty member. In addition to student reflection data being used in the annual faculty evaluation process, faculty are expected to review student reflection data and use the data, and information derived from it, to make curricular and pedagogical improvements.

The documents generated in this process are reviewed by the appropriate dean or associate provost. Faculty members incorporate the documents generated in their materials for tenure and promotion.

Faculty Review Tools

- Faculty Evaluation
- Faculty Annual Report
- Student Reflections

Glossary of Terms and Abbreviations

4-UPs: Periodic reviews of University performance and actions for an area; include metrics, actions completed, actions to be completed, and challenges and opportunities.

Academic Program Review Dashboard: A centralized data collection available to all employees; includes enrollment, retention, degree production, graduation rates and outcomes data.

Academic Program Review Process: An annual process in which 20 percent of all program within an academic unit are reviewed by faculty and others.

Activities (curricular): Any action requested by an instructor to be completed by the student during a course outside of an assignment, including but limited to field experiences or exams; data from activities may be used to assess course outcomes.

After Actions Reviews: Used for post-assessment of programming, events, activities and generating quantitative and qualitative data.

Assessment: The ongoing, dynamic, self-reflective process of examining of what we do in order to maximize our ability to provide our students with the best educational opportunities; assessment involves all members of the Northwest community in order to remain a viable institution serving the needs of our students, community and state.

Assignments (curricular): Any action requested by an instructor to be completed by the student to promote and measure growth in skill or content knowledge; data from assignments may be used to assess course outcomes.

Board of Regents Dashboard: Dashboard elements include the Missouri Department of Higher Education's (MDHE) performance-funding metrics and link to MDHE's "Blueprint for Higher Education" and "Focus," Northwest's strategic plan; updated and reviewed three times a year in July, September and February.

Co-curricular: The area of the University that provides activities and experiences for students, outside of the curricular area, but which, similar to the curricular area, assists students in achieving the University's learning outcomes. Co-curricular may also be used to describe the specific activities and experiences within the co-curricular area.

Curricular: The area that includes formal coursework and the functions necessary within it, also known as academics, that educates students and assists them in achieving the University's learning outcomes. Curricular may also be used to describe specific activities and assignments within the curricular area.

Curriculum Relevance Scorecards: A rubric used in the Academic Program Review Process that includes learning outcomes, assessment of instructional environment, placement rates and quality of placements, alumni and employer feedback, external accreditations, program relevance and enrollment success.

Experiences (co-curricular): The participation in any event or group of any duration that may enrich a student's experience at Northwest and their achievement of the University's learning outcomes, and which is outside of the curricular area.

Focus: Northwest's strategic plan, which consists of five strategic objectives.

Institutional Learning Outcomes, Program Outcomes and Course Outcomes: Assessment results that allow faculty to measure, track and analyze student performance at the specific program level.

Institutional research: The unit dedicated to collecting and analyzing institutional data

Measures and indicators: Measures include numerical information that quantifies the input, output and performance dimensions of processes, programs, projects, services and Northwest as an organization – our outcomes. Indicators relate to performance, but do not measure it directly.

Northwest Core: The University's general education curriculum, which includes an emphasis on co-curricular experiences.

Northwest Performance System (NPS): Consists of performance measurement; performance analysis and review; and performance improvement.

Unit: Any division within the University of any size, including a school, department or office.

University Goals: Annual University-wide goals established via the strategic planning process.

Abbreviations

AAR: After Action Reviews

BOR: Board of Regents

CAEP: Council for the Accreditation of Education Preparation

CBHE: (Missouri) Coordinating Board of Higher Education

DCM: Designated Curriculum Matters

DESE: Department of Secondary and Elementary Education

DFWI: D Fail Withdraw Incomplete

ELT: Extended Leadership Team

HLC: Higher Learning Commission

IR: Institutional Research Office

MDHE: Missouri Department of Higher Education

MFT: Major Field Test

NCAA: National Collegiate Athletic Association

NL-CSI: Noel-Levitz College Student Inventory

NL-SSI: Noel-Levitz Student Satisfaction Inventory

NLT: Northwest Leadership Team

NPS: Northwest Performance System

NSSE: National Survey of Student Engagement

SOAR: Student Orientation Advisement and Registration