

Northwest Commission on Colleges and Universities

Guidelines for the Preparation of Year Three Self-Evaluation Report

Structure and Contents

1. Title page to include: **(Russell Banks and Jan Wetzel Volinski)**
 - a) Title of Self-Evaluation Report
 - b) Name of Institution
 - c) Date Submitted

2. Table of Contents **(Jan Wetzel Volinski)**

3. Institutional Overview [Two (2) pages maximum] **(Chris Chairsell or Designee)**

4. Preface
 - a) Brief update on institutional changes since the institution's last report **(Chris Chairsell)**
 - b) Response to recommendations/topics previously requested by the Commission (i.e., Addenda) **(Assignment is noted below for each recommendation.)**

Recommendations for Portland Community College:

1. Assessment is not used for improvement in teaching and learning. The evaluation panel recommends that PCC use assessment in the improvement of teaching and learning (Standard 4.A.3 and 4.B.2). **(Kendra Cawley)**
2. The panel recommends that PCC approve and post all instructor qualifications, and ensure that embedded related instructional content is clearly identified in all relevant course outcomes (Standard 2.C.11). **(Steve Smith)**
3. The panel recommends that PCC evaluate faculty on a periodic basis (Standard 2.B.6). **(Wing-Kit Chung)**
4. The panel recommends that the institution identify an acceptable threshold or measure that can be used to determine mission fulfillment (Standard 1.A.2). **(Laura Massey)**
5. Although PCC has established objectives for each of its core themes, the panel recommends that the institution develop indicators of achievement that provide results that are meaningful and measurable for evaluating the accomplishment of the objectives for each core theme (Standard 1.B.2). **(Laura Massey)**

5. Updated Chapter One: Mission, Core Themes, and Expectations

- a) Executive Summary of Eligibility Requirements 2 and 3 **(Jan Wetzel Volinski)**
- b) Standard 1.A *Mission* to include [Three (3) pages maximum]: **(Laura Massey)**
 - Institution's mission statement
 - Interpretation of mission fulfillment
 - Articulation of an acceptable threshold, extent, or degree of mission fulfillment
- c) Standard 1.B *Core Themes* to include: **(Laura Massey)**

One Section for each Core Theme [Three (3) pages maximum per Core Theme]:

- Title of the Core Theme
- Brief description of the Core Theme
- Objectives to be achieved via the Core Theme
- Indicators of achievement of the respective Core Theme objectives
- Rationale for the selection of the respective indicators of achievement—why they are assessable and meaningful measures of achievement of the associated Core Theme objectives.

6. Chapter Two: Resources and Capacity **(See attached document detailing assignments for Standards 2.A - 2.G, b) through h) below.)**

- a) Executive Summary of Eligibility Requirements 4 through 21 **(Jan Wetzel Volinski)**
- b) Standard 2.A *Governance*
- c) Standard 2.B *Human Resources*
- d) Standard 2.C *Education Resources*
- e) Standard 2.D *Student Support Resources*
- f) Standard 2.E *Library and Information Resources*
- g) Standard 2.F *Financial Resources*
- h) Standard 2.G *Physical and Technological Infrastructure*

7. Conclusion [Five (5) pages maximum] **(Chris Chairsell)**