Overview of the Revised Accreditation Standards and New Oversight Process

Ronald L. Baker

Executive Vice President and Director, Standards Revision and Implementation Project
An accreditation standard is a principle-based statement of expectations for institutional practice that concurrently:

1) Functions as an indicator of educational quality and effectiveness by which institutions are evaluated; and

2) Provides guidance for continuous improvement.
New Accreditation Standards

Standard One: Mission, Core Themes, Goals, and Outcomes

Standard Two: Resources and Capacity

Standard Three: Planning and Implementation

Standard Four: Effectiveness and Improvement

Standard Five: Mission Fulfillment, Sustainability, and Adaptation
Core Theme

A core theme is a manifestation of a fundamental aspect of institutional mission with an overarching common purpose that guides planning for programs and services, development of capacity, and application of resources to fulfill that aspect of the mission.
### Standard One: Mission, Core Themes, Goals, and Outcomes
**Explication of Mission, Core Themes, Goals, and Intended Outcomes**

### Standard Two: Resources and Capacity
**Examination of Major Institutional Systems**

### Standard Three: Planning and Implementation
**Institutional and Core Theme Planning to Apply Resources and Capacity**

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### Standard Four: Effectiveness and Improvement
**Assess Achievement in Core Themes with Results Used for Improvement**

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### Standard Five: Mission Fulfillment, Sustainability, and Adaptation
**Evaluate Mission Fulfillment; Evaluate Adaptability to Change; Determine Confidence for Future Relevance, Success, and Viability**
Section A
Purpose and Potential

Standard One
Mission, Core Themes, Goals, and Outcomes

Standard One requires the development and communication of a clearly defined institutional mission and core themes within that mission. It also requires identification of goals or intended outcomes, each with assessable indicators of achievement, which will be used to assess effectiveness.
Standard Two
Resources and Capacity

Standard Two enables an evaluation of inputs to determine the *potential* for institutional success by focusing on the capital available to apply toward mission fulfillment and achievement of goals and intended outcomes of theme cores within that mission.
Standard Three
Planning and Implementation

Standard Three requires regular and systematic planning that provides direction, sets priorities, and guides application of resources and capacity to fulfill mission and achieve core theme goals or outcomes. Planning includes identification of intended student learning outcomes for educational programs.
Standard Four
Effectiveness and Improvement

Standard Four requires regular and systematic assessment of achievement of goals and outcomes for each core theme. Results are published and used for improvement. Assessment of student achievement of intended learning outcomes is conducted for all educational programs.
Section C
Institutional Success and Viability

Standard Five
Mission Fulfillment, Sustainability, and Adaptation

Standard Five evaluates mission fulfillment by analyzing and synthesizing effectiveness in achieving goals and outcomes of core themes. It requires monitoring of institutional environments to adapt as needed to ensure institutional relevance, sustainability, and viability over time.
# Analysis and Synthesis Embedded in the Accreditation Standards

<table>
<thead>
<tr>
<th>Standard One: Mission, Core Themes, Goals, and Outcomes</th>
<th>Explication of Mission, Core Themes, Goals, and Intended Outcomes</th>
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<tbody>
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Examples

Access
Quality
Student Success
Student Development
Meet Community Needs
## Septennial Accreditation Cycle

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<th>Standard</th>
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<td><strong>Standard One:</strong> Mission, Core Themes, Goals, and Outcomes</td>
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<td>Report on Standard One; No Visit Report reviewed by committee of evaluators; Findings forwarded to Board of Commissioners.</td>
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<td><strong>Standard Two:</strong> Resources and Capacity</td>
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<td>Expand Report on Standard One to Include Standard Two; Visit to Address Standards One and Two</td>
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<td><strong>Standard Three:</strong> Planning and Implementation; <strong>Standard Four:</strong> Effectiveness and Improvement</td>
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<td>Expand Report on Standards One and Two to Include Standards Three and Four; No Visit Report reviewed by committee of evaluators with particular attention on Standards Three and Four; Findings forwarded to Board of Commissioners.</td>
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<td><strong>Standard Five:</strong> Mission Fulfillment, Sustainability, and Adaptation</td>
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<td>Expand Report on Standards One, Two, Three, and Four to Include Standard Five; Visit to Address Standards Three, Four, and Five</td>
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Reporting Structure

Biennial reports reflect institutional reality throughout the accreditation cycle.

Approved (minor and substantive) changes are incorporated in the next scheduled report.

Natural opportunities every two years to evaluate progress on areas of concern.

Reduced need for interim reports/visits.

Consistent with non-compliance timeline.
Evolving Report

Each report is internally coherent
Changes since last report are identified
Previous chapters are modified as necessary to reflect those changes
Year Seven report reflects current reality over all standards and provides a foundation for the next cycle
Pilot Institutions

Carroll College
Columbia Basin College
University of Alaska Anchorage
Wenatchee Valley College
Guidance

Guidelines for the Preparation of Reports
Year One Report

Title Page
Title of Report
Institution Name
Date

Table of Contents

Introduction [One (1) page maximum]

Institutional Context [One (1) page maximum]

Preface
Brief Update on Institutional Changes Since Last Report
Address Topics Requested By the Commission
Section I: Mission and Goals [Three (3) Pages Maximum]

- Mission Statement
- Statement of Institutional Goals
- Dates and Methods of Most Recent Reviews of Mission and Goals
- Indicators of Mission Fulfillment
- Indicators of Achievement of Institutional Goals
- Rationale regarding why the Indicators are Assessable and Meaningful Measures of Mission Fulfillment and Goal Achievement
Section II: Core Themes

For each Core Theme: [Three (3) Pages Maximum Per Theme]

Descriptive Title (e.g., Workforce Development; Undergraduate Education; Service; Research)

Goals and Intended Outcomes

Indicators of Achievement of Goals and Intended Outcomes

Rationale as to Why the Indicators are Assessable and Meaningful Measures of Achievement

Section III: Chapter One Summary [One (1) Page Maximum]
Year Three Report

Update Preface and Expand Year One Report to Include:

**Chapter Two** *(Standard Two: Resources and Capacity)*

Section I: Governance
Section II: Personnel
Section III: Education Program
Section IV: Student Support
Section V: Library and Information Resources
Section VI: Technology
Section VII: Finance
Section VIII: Facilities
Section IX: Chapter Two Summary

**Report Summary** *(Chapters One and Two)*
Year Five Report

Update Preface and Expand Year Three Report to Include:

Chapter Three (Standard Three: Planning and Implementation)

Section I: Institutional Strategic Planning
Section II: Core Theme Planning
  For each Core Theme:
  Integration with Strategic Plan
  Alignment with Identified Goals and Outcomes
For Educational Programs:
  Intended Learning Outcomes
  Curriculum
  General Education and Related Instruction
  Graduate Programs

Section III: Ethical and Professional Conduct
Section IV: Chapter Three Summary
Update Preface and Expand Year Three Report to Include:

**Chapter Four** (Standard Four: Effectiveness and Improvement)

**Section I: Assessment - For each Core Theme**
- Adequacy and Effectiveness of Resources and Capacity
- Assess Achievement of Goals and Intended Outcomes For Educational Programs
- Program Assessment
- Student Learning Assessment

**Use of Results for Improvement**

**Dissemination of Results**

**Core Theme Summary**

**Section II: Chapter Four Summary**

**Report Summary** (Chapters One, Two, Three, and Four)
Update Preface and Expand Year Five Report to Include:

Chapter Five *(Mission Fulfillment, Sustainability, and Adaptation)*
- Section I: Evaluation of Mission Fulfillment
- Section II: Environmental Scan
- Section III: Adaptation and Sustainability
- Section III: Self Regulation
- Section IV: Chapter Five Summary

Report Summary *(Chapters One, Two, Three, Four, and Five)*
Year Three Committee

Chair
Mission, Core Themes, Goals; Governance

Evaluator
Education Program

Evaluator
Student Support; Personnel

Evaluator
Library and Information Resources; Technology

Evaluator
Finance; Facilities
Year Seven Committee

Chair
Mission Fulfillment; Adaptation; Sustainability

Evaluators
One Evaluator for Each Mission Core Theme
All requests for 2011 or later ARFE, Progress, Focused, and Regular reports are rescinded.

Instead, each institution will address the subject(s) of those requests as a single addendum to its 2011 report under the new standards and process.
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<td>Late Spring</td>
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2009 NWCCU Annual Meeting
General Comments and Questions