**Accreditation Steering Committee Meeting Notes**

Monday, October 17, 2016, 3:30 – 4:30 pm, Room M226

Understanding Concepts

Bill presented an overview of recommendations/warnings 4 (core theme planning and integration) & 5 (core theme indicators). Also reviewed NWCCU Standards:

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| **Mission and Core Themes** | |
| The institution articulates its purpose in a mission statement, and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment. | |
| **1.A – Mission** | |
| 1.A.1 | The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community. |
| 1.A.2 | The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment. |

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| **1.B – Core Themes** | |
| 1.B.1 | The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission. |
| 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. |

This group will only be focused on standard 1.B (1.B.1, 1.B.2) – Core Themes. Work will be done throughout fall and winter terms.

The group discussed the need to define/differentiate between objectives and indicators, leading and lagging indicators, and direct and indirect indicators. Bill and BJ will put together some examples of each to send to the group.

Objective = what do we define as success in plain English

Indicator = the metric we use to measure that success

Leading Indicator = predictive

Lagging Indicator = reflective

\* Logical causal relationship between lagging and leading indicators, have direct bearing on

alignment

Direct Indicator = actual quantifiable/measurable data from evaluation and assessment

Indirect Indicator = subjective data acquired from sources like interviews and surveys

Core Themes

1. Academic Transfer – we provide education that results in successful academic transfer to a four-year institution
2. Career & Technical Education – we provide education and training that reflect the economic needs of the community and region and lead to successfully attaining employment
3. Essential Skills – we provide education that supports high school completion and learning English, and develops essential skills such as mathematics, reading and writing
4. Lifelong Learning – we provide diverse special events, enrichment programs, and continuing education opportunities and develop strong partnerships with our community agencies

We need to understand what each core theme means and refine language for each that explains what the objective is and the indicator we will use to determine success.

* Academic Transfer seems to be clearly measurable: how many students transfer successfully; do students persist to graduation within six years at a four year institution. Develop language around how we will determine a successful outcome.
* How will we measure Career & Technical Education? Need to refine language to clearly identify specific objectives as well as what indicators we will use.
* Define what we mean by Essential Skills specifically, what outcome do we want, how it will be measured.
* Clearly define what Lifelong Learning means, what are our objectives, how is this measurable.