

Revised Standards and Process Workshop

Group I-2 Mercer B

- The new standards might work quite well. Connecting strategic plans to accreditation will be useful.
 - Standard 1:
 - How are themes and values separated? At U of A, the trustees were the leaders. Values are often general things, but themes are more concrete. They are things we can do, we can measure, we put resources into.
 - Often processes should start with a broad buy-in? and how do new core themes emerge?
 - How often do missions change? Perhaps the new system will allow us to change more quickly.
 - Does standard 1 require us to gather documents, exhibitions?
 - In looking at the different kinds of colleges, perhaps we need to look at leading in different ways. Community colleges are told what to do by the state; and most of it's leading.
 - In land grant institutions, the teaching environment is very different.
 - We could lose some detail at academic level, but we still need to do this - this might be a loss.
 - This is an important loss. But RB says we will still have to do this: this is one of the concerns the group has. If this level goes away, faculty involvement will be lost. If we can continue this normally, we'll be ok.
 - Others felt it wouldn't go away.
 - Fact of what has happened is that accreditation allows us to compare us with other people. So the new world will make us think about how English or Sociology is doing compared to other people.
 - Program assessment is still needed. The individual education assessor will want to see details of what's going on.
 - How about outcomes? What about indicators? Surely these indicators must already exist. If we go with this new system, a new mission rapidly assessed might be hard to achieve because new themes are really a promissory note for the future.
 - The public face of accreditation now becomes more important. The mission should be telling the world what we do, and what we can measure. It should be able to publicize them.
 - Assessment is across the institution.
 - Other areas are not always so well assessed. Empowering other areas of the campus is also important.
 - There is some creativity involved in this process.
 - Do the annual (statistical) reports go away?
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