

Annual Meeting

Session 3 Orcas A

- The new structure may require more committee work. Lots more staff time spent on reports.
- “7 year reports” in 2011 group may want to form a support group.
- Logistical difficulties for institutions that have focused visits in 2010.
- Like the new structure because it is so tied to strategic plan.
- This may help us keep our processes going – not 8 years of rest followed by 2 years of intensive effort.
- Will require a person or structure that will keep process going continuously.
- Challenges of defining themes:
 - Could be strategic plan goals.
 - Intrinsic or time-critical?
 - Relationships among themes; overlap?
 - Value = something embedded in everything the institution does. Theme = identifiable component of mission.
- Visiting team will need to use lots of discretionary judgment on 1st 7-year cycle when evaluating institutions in 3rd year. At that point, there’s been no assessment – just data.
- Institutions may need to refine mission and/or strategic plan in order to proceed with new accreditation process.
- Some discussion about role and expectations of perf of visiting team in 3rd year.
- Do we need to assess every theme that we could pull out of our mission statement every year?
- Is NWCCU talking with other accreditation associations about data requirements?
- How will non-theme items (such as co-curricular activities) be addressed? Addressed by current standards. Probably roll into Standard II.
- Suggestion: set up a list-serve, wiki, or something for people to share experiences and ask one another questions, etc.
- Will this process result in the commission becoming more prescriptive? Will institutions have the opportunity to correct reports of visiting teams as we do now?
- How much are we learning from other regional accrediting organizations in order to help us move forward? To what extent has the sharing of best practices helped form this new process?
- Institutions will need to organize themselves differently for this process than we’re accustomed to.
- Concern: that faculty will be less likely to be engaged in the process because they won’t see disciplinary colleagues on the visiting teams.
- In standard 5, what does “re-evaluate the mission statement” mean?
- How can we send thoughts, questions, concerns after we’ve had a chance to reflect?
- Overall, this group “voted” in favor of this new process (did a thumbs up/down vote).
- What kind of feedback will we get on the 1st year report?
- How does the commission plan to assess their new process?
- The institutions need an opportunity to provide feedback about the process to the commission.
- Structure ...
 - Good conceptual process – integrated.
 - Spread out implementation.
 - Good way to get faculty involved.
 - No time to drop ball – perpetual.
 - More freedom to represent institution.
 - Change of Administrator/Course during process can be difficult.
 - Might give new administrator pause to make drastic changes.

- 2013 – Year 3 one year – 7 year the next.
 - Lots of work for small institutions with small staff – especially start-up.
 - 1st time not as stellar process – expectations not as high?
 - Change how we do things – less silo – cross divisional
 - Whole college community into the process – not just educational process – better communication.
 - Evaluator training important; for commissioners too – consistency.
 - Ongoing process – very positive – could be easier down the road.
 - Could “sell” to a tax payer – easier to understand.
 - Feedback loop for decision making.
 - Planning – Budget – Connections ... how to they work together?
 - May have to re-structure colleges – fewer sites.
 - Change management – what resources are available to manager change?
 - How can we use technology within the college/university to make it “live”? i.e. shared drive – communities of reflective practice.
 - Any helpful software?
 - How to capture data? SPOL.
 - Worries.
 - Bringing college around – who is going to do it? Make natural part of life.
 - Outcomes assessment – cultural change.
 - Institutional change needed.
 - Governing Boards and Legislature brought along.
 - Theme vs. Goals – are they the same?
 - Order of mission, themes, goals, etc. Clarify definitions.
 - Relationship between underlying values and themes – do we need both?
 - Need understandable definitions – to non educators.
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