

Breakout Session

- Difference between institutional goals & core themes.
- Settled for goals at the core theme level.
- Core themes are smaller than mission level.
- Core theme might be workforce development – indicator of placement rates.
- Year 1 report – goals, indicators, core themes.
- An institution may have goals.
- Themes and goals are separate.
- Institution may have goals not suited to be a core theme.
- Goal: measurable and achievable.
- Theme: on-going and never completed.
- If themes come from the mission, goals may derive from these; they are connected.
- Goals can go across themes. i.e. research building impacts in many themes.
- Is there more about the whole process?
- Distinct mission and themes will demand evaluators – like the community service tribal government, church's spiritual development.
- Consistency of evaluators is a concern.
- The reports vary, making consistency less a concern.
- Evaluators must be recruited that represent distinctions.
- Changes occur that impact leadership; voluntary participation may be a thing of the past.
- The experience should be documented.
- Increased communications among institutions will help.
- Cycles in the colleges must align somehow.
- # of themes – 6 to 8? This number depends on your mission.
- They put stickies on the wall – they were like the strategic plan, it matched with the mission. Their plan process was a grass roots level.
- Sometimes the strategic plan & mission don't match up.
- How many schools will adjust strategic plan or mission to align with new standards?
- Commission is looking for how well we fulfill the mission.
- How do you engage the faculty in the new process when the old process was 10 years?
- Process now integrative & on-going, invited faculty to participate – honor their views.
- Did administration go to faculty senate or was the commission staff present?
 - Yes, they had presentations and commission staff came.
- Smaller institutions have a challenge due to the work load. What administrative structures do this?
- Continuous process – different approach – a transition.
- The process needs to be a part of the academic calendar, in job descriptions.
- Reports are relatively easy to generate.
- Continuity can be a committee not a person; a standing committee with power.
- Planning used to be an occasional process. Now it is systematic. Accreditation is a process vs. event.
- Some campuses can align this process, others cannot do this so easily.
- What is the workload process on campus?
- AK sees this as costing less.
- The accreditation process can be a tool for justifying cost.
- Could we focus on the lowest horizon and miss the holistic mark?
- Will the standards mature?

- How does Standard 2 look? Is it the same as before? They expect it to be different.
 - Transition in the 7 years – themes may change; the institution will decide this.
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