

Framework of the Accreditation Standards

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

The institution defines its context, characteristics, philosophy, and purpose which result in a coherent

themes*. The mission, and each core theme within that mission, is broadly communicated to communities of interest. Goals and intended outcomes, with assessable indicators of achievement, are identified and published for its mission and for each of the standard

- The institution operates within a system of governance that facilitates the successful accomplishment of its mission and goals. Roles, responsibilities, and authority within the governance system are clearly defined, assigned, and communicated. Provision is made for

appropriate involvement of constituencies, especially on matters in which they have a direct and reasonable interest.

- The institution adopts and adheres to policies and procedures that are disclosed and communicated forthrightly, clearly, and consistently to affected parties and the public.
- Consistent with its educational philosophy and programs, the institution provides programs and services for students that support their educational development and success.
- The institution provides accessible, adequate, and appropriate library and information resources to

For each core theme:

with its strategic plan and assures the adequacy and alignment of resources and capacity to achieve

- The institution articulates a clearly defined and widely communicated plan to assess achievement

Framing Principles:

For each core theme:

- The institution conducts ongoing purposeful assessment of achievement of goals and intended outcomes through regular and systematic collection of relevant and meaningful data.
- Effectiveness in achieving goals and intended outcomes is determined through analysis of assessment data and publicly disseminated.
- Assessment results and determinations of effectiveness are distributed to appropriate constituencies and used for improvement by evaluating interrelationships and contributions of resources, capacity, planning, and implementation to achievement of goals and intended outcomes.
- For academic programs, purposeful and meaningful assessment of student achievement of intended

assessment plan. Results of student learning assessment are published publically and used to inform curriculum, pedagogy, and student engagement activities.

- All employees are evaluated on a regular and systematic basis through policy-guided processes to

Centennial Accreditation Process

DRAFT Accreditation Process

UAF has a self-study due in early 2011, and will have a site visit in Fall 2011. NWCCU has a new accreditation process and standards. The new accreditation process would normally take seven years to complete, but UAF will need to complete it in the next two years. As yet, detailed standards have not been prepared; all that is available is an outline. The new standards are projected to be complete in February 2010.

The new NWCCU accreditation process can be summarized as 'plan, implement, assess, improve'. The accreditation process is based on UAF's mission, and our report to the commission must show that we are fulfilling our mission. Documentation is essential at each step. So goals, plans and their implementation

The first step ("Standard One") is to identify and communicate a clearly defined institutional mission and

and outcomes, should be identified by the end of Spring 2009. This is important because the themes will structure much of the rest of the effort.

B. Process for Standard Two. Standard Two is similar to the old accreditation standards, in that it is a report on capacity in areas like faculty and facilities and support services. I anticipate that each unit

committee will gather the required information and submit it to a writing committee selected from the