



Accreditation 2010

Mission forwarded to Board of Trustees

Indiana State University, a doctoral research university, combines a tradition of strong undergraduate and graduate education with a focus on community and public service. We integrate teaching, research, and creative activity in an engaging, challenging, and supportive learning environment to prepare productive citizens for the Wabash Valley and the world.

New Mission and Values

During fall 2007, a campus committee was charged to develop a new mission statement and value statement for Indiana State. This charge, from the ISU Board of Trustees, was to present a new mission statement for their approval at the February board meeting.

The committee shared their work with the campus via cyberwire, global emails, *Statesman* ads, and the NCA 2010 website that included a feedback mechanism. The committee reviewed feedback on a regular basis and scheduled two campus forums and a retreat to provide additional opportunities for feedback.

As of today, there have been over 130 comments posted online concerning the mission statement and 40 comments generated about the vision statements.

That feedback has led the committee to develop a total of five

different, feedback-driven versions of a mission statement and four versions of value statements.

The mission and values statements shown here have been forwarded to the President for presentation to the board next week and represent the most current version of each:

Mission

Indiana State University, a doctoral research university, combines a tradition of strong undergraduate and graduate education with a focus on community and public service. We integrate teaching, research, and creative activity in an engaging, challenging, and supportive learning environment to prepare productive citizens for the Wabash Valley and the world.

Values

We value **high standards** for learning, teaching, and inquiry.

We provide a **well-rounded education** that integrates pro-

fessional preparation and study in the arts and sciences with co-curricular involvement.

We demonstrate **integrity** through honesty, civility, and fairness.

We embrace the **diversity** of individuals, ideas, and expressions.

We foster **personal growth** within an environment in which every individual matters.

We uphold the **responsibility** of University citizenship.

We exercise **stewardship** of our global community.

We exercise **stewardship** of our global community. We exercise **stewardship** of our global community.

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Consultant to Visit Campus

Dr. Robert Appleson is the Higher Learning Commission's staff liaison for Indiana State's self-study and subsequent accreditation visit.

He will be on campus February 28th to meet with faculty, staff,

and students, as well as to meet with staff on international programs, general education, and program and student assessment.

Dr. Appleson will lead topic-specific discussions on issues

relating to our Special Emphasis project, operational overview of Phase I reports, and the role of leadership in supporting activities.

Phase I Progress

As a first step in the process of preparing the self-study report for the NCA visit, members of the steering committee divided into groups that were to address each of the five Criteria for Accreditation (see next article for more information on the criteria).

The committees were then filled with members of the larger Accreditation Leadership Committee and other faculty, staff and students who expressed an interest in participating. Please visit the website for a complete listing of com-

mittee membership.

These committees have been meeting since December to become familiar with the Criterion, discuss with the group what data, reports, formal documents and evidence need to be gathered or generated to allow them to address their charge, talk about areas of concern, and to prepare the initial rough draft for submission to the steering committee on March 15.

Once the steering committee has read the initial drafts, met as a group, and prepared comments and suggestions, the drafts will

be sent back to the committees early this summer so they may begin work on Phase II, which includes analyzing the data requested in their Phase I reports.

Writing begins on Phase II reports in August and are due to the steering committee in November.

An organization must be judged to have met each of the Criteria to merit accreditation:

- *Mission and Integrity*
- *Preparing for the Future*
- *Student Learning & Effective Teaching*
- *Acquisition, Discovery, and Application of Knowledge*
- *Engagement and Service*

Criteria for Accreditation

The Criteria for Accreditation are organized under five major headings and each Criterion has three elements: Criterion Statement, Core Components, and Examples of Evidence. The Criteria Statements define necessary attributes of an organization accredited by the Commission. An organization must be judged to have met each of the Criteria to merit accreditation.

An organization addresses each Core Component as it presents reasonable and representative evidence of meeting a Criterion. The Examples of Evidence illustrate the types of evidence an organization might present in addressing a Core Component.

The Criteria are intentionally general so that accreditation decisions focus on the particulars of each organization, rather than on trying to make it fit a preestablished mold. The widely different purposes and scopes of colleges and univer-

sities demand criteria that are broad enough to encompass diversity and support innovation, but clear enough to ensure acceptable quality. The Criteria Statements and Core Components are presented here. Visit our website to view the Examples of Evidence.

Criterion One: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

1a. The organization's mission documents are clear and articulate publicly the organization's commitments.

1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

1c. Understanding of and support for the mission pervade the organization.

1d. The organization's governance and administrative structures promote effective leader-

ship and support collaborative processes that enable the organization to fulfill its mission. 1e. The organization upholds and protects its integrity.

Criterion Two: Preparing for the Future

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

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Updated Timeline

February 14, 2008	Mission statement included in board of trustees agenda
February 22, 2008	Board reviews mission statement
March 1, 2008	NCA committee Phase I reports due
April 11-15, 2008	NCA conference in Chicago
Summer, 2008	Data provided to committees for analysis
Fall, 2008	Committees begin working on the report
November 2008	Draft committee reports due
January 31, 2009	Comments gathered and disseminated to committees
March 2009	Final reports from committees due to steering
June 2009	Draft of self-study report submitted to steering
August 2009	Retreat to review draft
September 2009	Final draft completed
October 2009	Final draft to the printer
December 2009	Drafts back to the university
February 2010	NCA visit

*Only 717
more days
until our NCA Visit*

Criteria for Accreditation, *con't*

- 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.
- 2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.
- 2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.
- 2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

Criterion Three: Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

- 3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- 3b. The organization values and supports effective teaching.
- 3c. The organization creates effective learning environments.
- 3d. The organization's learning resources support student learning and effective teaching.

Criterion Four: Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

- 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.
- 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.
- 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Criterion Five: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

- 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.
- 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communi-

- ties.
- 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.
- 5d. Internal and external constituencies value the services the organization provides.

Source:
The Higher Learning Commission's
*Institutional Accreditation :
An Overview*



Indiana State University
More. From day one.

NCA 2010 Steering Committee

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What is the Higher Learning Commission?

The Higher Learning Commission (HLC) is an independent corporation and one of two Commission members of the North Central Association of Colleges and Schools (NCA), which was founded in 1895 as one of six regional institutional accreditors in the United States. The Higher Learning Commission accredits, and thereby grants membership in the Commission and in the North Central Association, to degree-granting educational institutions in the North Central region: Arkansas, Arizona, Colorado, Iowa, Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, North Dakota, Nebraska, Ohio, Oklahoma, New Mexico, South Dakota, Wisconsin, West Virginia, and Wyoming.

HLC is recognized by the US Department of Education and the Council on Higher Education Accreditation (CHEA).

We're on the Web

Come see what's going on with our accreditation process

<http://nca.indstate.edu>

The screenshot shows the NCA 2010 website for Indiana State University. At the top, the university logo and 'NCA 2010' are displayed. Below is a navigation bar with links for 'NCA Main', 'Committees', 'Data Packs', 'Schedules', 'Newsletters', and 'Links'. The main content area is titled 'OVERVIEW' and contains the following text: 'Indiana State University has been accredited by the Higher Learning Commission (HLC), an independent corporation and one of two Commission members of the North Central Association of Colleges and Schools (NCA), since 1915. Institutions retain their affiliation with NCA by undergoing an accreditation review process not later than 10 years after each subsequent reaffirmation of accreditation. Since the last NCA visit to ISU was conducted in February of 2000, ISU will undergo its next comprehensive visit by NCA in February of 2010.' On the left side, there is a sidebar with a blue background containing a list of links under the heading 'Information', including 'Draft Mission Statements', 'Draft Value Statements', 'NCA Criteria', 'Preliminary Time Line', 'Committee Structure', and 'Faculty Senate Annual Reports'. Below this is a section for 'NCA Links' with links to 'Home Page', 'Handbook of Accreditation', 'Glossary', 'HLC Policy Book', and 'Principles of Good Practice'. At the bottom of the sidebar is a section for 'NCA 2000 Archives' with links to 'ISU NCA 2000 Site', '2000 Self Study Report', '2000 NCA Final Report', and 'NCA 2000 Resource Site'.