Accreditation 2010

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 professional 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.

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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 committee 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.

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 Criterion 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 universities demand criteria that are broad enough to encompass diversity and support innovation, but clear enough to ensure acceptable quality. The Criterion 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 leadership and support collaborative processes that enable the organization to fulfill its mission.

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### Criteria for Accreditation, con’t

**Updated Timeline**

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

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*
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