



Leadership Summit
September 10, 2004

Preparation for Accreditation Review by the Higher Learning Commission of the North Central Association

Criterion	How the University Meets Criterion	How the Unit Meets Criterion
<p>1. Mission and Integrity</p> <p><i>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.</i></p>	<p>Group 1:</p> <ul style="list-style-type: none"> • CTF • Teacher Prep • Code of Ethics 	<p>Group 1:</p> <ul style="list-style-type: none"> • Communications – rewrote mission statement-began with university mission – now distribute to all majors • English –mission statement- puts on exit put on exit evaluation- • Spanish • Diversity- subject of capstones • Support PTEP by classes advising
	<p>Group 2:</p> <ul style="list-style-type: none"> • Few board or top administrators are holders of Ph. D. degrees, so from the top of the institution, a perspective of business efficiencies and saving money dominates. Academic program support is as good as we can expect given the institution’s relatively low level of funding from the state and outside grants & contracts. 	<p>Group 2:</p> <ul style="list-style-type: none"> • Faculty-student interactions are strong and personalized in the sciences and mathematics units. Advising and mentoring in the sciences is strong. Both large group advising sessions with discipline appropriate faculty and one-on-one sessions focus on what is best for the students. Physics has long met the mission by doing focused undergraduate research, and biology & earth science emphasize field work and internships in some of our majors. Mathematics, chemistry and biology offer bachelors, masters, and doctoral programs which establish a comprehensive academic

		community.
	<i>Group 3:</i> ?	<i>Group 3:</i> ?
	<p><i>Group 4:</i></p> <ul style="list-style-type: none"> • Mission directs university to embrace diversity on campus and to look beyond campus to consider its place in a diverse and changing world • Mission communicates high ideals and overriding purpose to serve students, employees, community state, and nation • Prioritizes recruitment and retaining students and staff from diverse backgrounds. • Development faculty driven core curriculum student learning goals UNC help students achieve goals • Procedures available for airing grievances • Shared governance system 	<p><i>Group 4:</i></p> <ul style="list-style-type: none"> • Visual Arts – practices shared governance on a regular basis through faculty meetings, minutes, agendas. Decisions made by either consensus or majority faculty vote • School of Music – Regular student convocations • PVA units all have regular faculty and committee meetings. • Theatre – 2 big student meetings • Also, student based diversity committee (diversity defined broadly • Various PVA committees with student representation • Accessible materials like BOT Manual, Policies • Diversity in curriculum in VA majors, minors, and Gen Ed courses. Faculty very aware • Also, effort for diverse gallery shows • Development of distance curriculum • Art Ed curriculum meeting special needs • Theatre making efforts to build diversity in curriculum, ex: women playwrights, black playwrights • Music diversity activities such as Women composers concert, black composer activities • Unit compliance with search and hiring guidelines to ensure widest pool of candidates – trying to create diverse pool.

	<p>Group 5:</p> <ul style="list-style-type: none"> • A value statement added to the mission was an excellent addition- developed by students, staff, faculty and diverse constituents. • Mission is comprehensive e and played out in other criteria • Training opportunities • Internship opportunities • Solid teaching • Expectation for quality recruitment efforts that give attention to diversity • Participation by entire campus in charting the future • Honor code developed two years ago • University encourages involvement • Budget process is inclusive • Campus community is involved in decision making • All levels are involved 	<p>Group 5:</p> <ul style="list-style-type: none"> • Learning communities • Multicultural learning for 120 students • 70% grant funded students are students of color • 134/200 low income students participate • 44% of our campus is low income • 7/9 staff at CHE are staff of color professional development is supported thru participation by staff • 24% of those who used tutoring were students of color • Offers tutoring advising; is integrated in supporting student success • Free services • These support value statement in mission
	<p>Group 6:</p> <ul style="list-style-type: none"> • Clearly we are strong liberal arts, not confused with being a strong research univ (like CU). Continuous, pervasive message. • We value diversity- minority enrollment is up (Thanks cultural centers and Discover) • Integrity- issue of change with CTF initially first draft “no input, no faculty, no students”. BUT, then the process did respect and respond to concerns. Draft 2 substantially modified =TRUST. Evidence of an open line of communication. • Open door policy on budget presentations= trust, integrity • Kay’s open office hours at UC. ANYONE can 	<p>Group 6:</p> <ul style="list-style-type: none"> • Auxiliaries are very student focused

	<p>talk to the President</p> <ul style="list-style-type: none"> • Commitment of Design Team to really focus on CTF • Governance groups cross-represented (BOT includes student rep, and SPEEC,etc.) 	
	<p><i>Group 7:</i> Integrity</p> <ul style="list-style-type: none"> • The institution’s integrity ties action to mission through decision making, organizational planning, budget process, and administrative practices. • Requires a collaborative approach through shared governance so that decisions are grounded in honesty, trust, fairness, respect and responsibility. • The Charting the Future process exemplifies this focus on integrity in examining the mission’s core principles. <p>Structures and Processes</p> <ul style="list-style-type: none"> • Diversity in all of its definitions and facets is thoroughly taken into account in the development and implementation of structures and processes. • Lifelong learning (including information literacy) is a major student learning goal to be emphasized through the pending revision of the core curriculum. 	<p><i>Group 7:</i></p> <ul style="list-style-type: none"> • The University Libraries, through its dynamic five-year plan, mirrors the University plan. The Libraries plan, through its mission, vision, purposes, values, goals and objectives, is designed to support the University’s mission. • The Libraries assessment process is based on actively seeking input from the University community in order to ensure that we meet curricular and research needs.
	<p><i>Group 8:</i></p> <ul style="list-style-type: none"> • Education professional preparation • 1996 and 2002 changes in mission • Student learning and outcomes and focus on assessment • 02 – values reg conduct – Carnegie 	<p><i>Group 8:</i></p> <ul style="list-style-type: none"> • Units involved in education • Masters in Nursing Education • Community health education • College initiative with technology • Issues in public health – new problems –

	<p>classification</p> <ul style="list-style-type: none"> • Goals not related to student learning were omitted • Mission is in line with needs of society and contemporary changes • IRB • Student centered atmosphere of integrity • Multicultural 	<p>terrorism, obesity, diabetes</p> <ul style="list-style-type: none"> • Programs – transcultural nursing • Honor code integrated into courses and syllabi • Nursing and dietetics have code of ethics • Professional ethics woven within curriculum • Faculty as role models professionalism • Integrate and promote diversity within courses and programs – Minority scholarship in CHN; diverse student nursing population
	<p><i>Group 9:</i></p> <ul style="list-style-type: none"> • Graduate Council, UGC, GEC, and curriculum committees involve faculty, administration and students and reflect student and professional demands in the ongoing reform and development of new and existing baccalaureate and graduate degrees. Recommendations emanating from discipline-specific units are made to the board for recommendation to CCHE. • The group notes that presidential searches have not always been as inclusive of faculty, staff, and student participation as has been the process of determining degree programs. 	<p><i>Group 9:</i></p> <ul style="list-style-type: none"> • New programs and degrees that have been implemented since the last NCA report in 1994 demonstrate integrity and adherence to mission at the unit/college level: • New Dept. of Criminal Justice • New Anthropology major • Comprehensive Review criteria were changed in Arts and Sciences (by a task force of faculty members selected by the Dean of Arts and Sciences, approved by vote of A&S Council of Chairs.) • New degree program in Nursing.
	<p><i>Group 10:</i></p> <p>-----</p>	<p><i>Group 10:</i></p> <ul style="list-style-type: none"> • Truth in advertising in promoting university in all publications accreting reflecting • Policies and procedures fairly, consistently and with integrity • Increase in admissions standards produced three Boechter scholars; getting interest from the best and brightest/the cream of the crop • Recruited into challenging academic programs and with increased support services • Retention rate is highest in the last twenty

		<p>years learning communities, CHE, scholastic program, advising</p> <ul style="list-style-type: none"> • Trust, integrity and communication has been developed in the Charting the Future Process; no longer university of no credit image • More comfortable proposing new programs and received well i.e. lender for student loans, Americorp • Serving students and offering array of programs • Quality of academic programs across campus has been increased; students are enthusiastic about academic programs and their quality; reputation of UNC has increased • Meeting external constituent needs for students with real world work experience • Graduation rate has increased due to better prepared students receiving the support and challenge that they need
	<p><i>Group 11:</i></p> <ul style="list-style-type: none"> • All divisions have been encouraged to discussion mission and how it relates to the university 	<p><i>Group 11:</i></p> <ul style="list-style-type: none"> • IT is a support infrastructure providing resources for academic and admin units to fulfill their goals • IT provides tech that supports grad research as one example • Honors' mission complement's univ mission; Honors tries to foster inc acad excellence campus wide—not just celebrate themselves—Research day • Advising works with lots of other units—1st semester connect students with lots of support services; works with stu to take responsibility for themselves right away as a key to success; • Part of mission is to prepare stu for diverse society—through learning communitiies stu

		<p>are in a “group” and they must learn an understanding of all the perspectives of the members of the group</p> <ul style="list-style-type: none"> • Honors is working to heighten the role and participation in study abroad which brings an international perspective to students • Life of the Mind—looking at how to give stu opportunities to explore worldwide issues thru curriculum—e.g. course on Islam, etc • Center for Urban Ed program teaches stud how to work in the inner city with diverse students—and there is a high % of diverse students in that program
	<p><i>Group 12:</i></p> <ul style="list-style-type: none"> • Governance groups in place that are representative of the various constitutes on campus. • Communications are strengthened by committees and work groups throughout campus and across disciplines and colleges 	<p><i>Group 12:</i></p> <ul style="list-style-type: none"> • Diversity goals are part of the unit expectations for hiring authorities/decisions. This is carried through into daily activities and responsibilities (e.g. Dining Services provides diverse meals to meet the needs of all students) • Student Services committees are used throughout and at cross points. One example is the Hall Governance Board. Another is the student food advisory group.
	<p><i>Group 13:</i></p> <ul style="list-style-type: none"> • Principles of liberal arts foundation, real-world experiences for students, professional fields of study threaded across the basic university experiences. • Charting the Future process that includes all groups from students to the board of trustees in the planning process and the identification of priorities. • Student and faculty handbooks (written policies and articulated procedures) for guiding the behaviors of stakeholders to align with 	<p><i>Group 13:</i></p> <ul style="list-style-type: none"> • Liberal arts foundation (50% of courses outside of business for business majors) • Real-world experience focus to create graduates who are professionally-prepared to work in a high-tech and globally-diverse society • Commitment to faculty and student diversity, as well as curriculum that teaches diversity. • Participation in Baldrige and CPEx to align college plans and mission with university mission

	<p>mission and at a level of high integrity.</p> <ul style="list-style-type: none"> • Transparent planning process and widely disseminated information/communication. 	<ul style="list-style-type: none"> • Feedback from external stakeholders to assure integrity and consistency in mission.
	<p><i>Groups 14 & 15:</i></p> <ul style="list-style-type: none"> • Have a dean of students that focuses on grievance procedures to be student rights are not violated. Faculty rights are also protected under this system. • Charting the Future was inclusive and involved all the UNC constituents and was related to the mission. • Student handbooks are available • Faculty are protected • Mission of UNC was originally developed to develop teachers and related service personnel 	<p><i>Groups 14 & 15:</i></p> <ul style="list-style-type: none"> • Honor Code in most classrooms • New programs in ESL and Bilingual education • Diversity in the curriculum and in all classes • Scholarships • Many service programs like CUMBRAS • Grants in the area • Distance learning offers programs to divers learners • CPDO has 700 on-line courses. • High academic standards • Commitment to lifelong learning

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<p>2. Preparing for the Future</p> <p><i>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.</i></p>	<p>Group 1:</p> <ul style="list-style-type: none"> • Assessment money to help with review and improve programs. • JMC had endowment and outside funding-use university resources to replace technology • Centers for Language Arts Education • MAST • Hewitt Institute for SS 	<p>Group 1:</p> <ul style="list-style-type: none"> • Teaching online resources • Global perspectives • Internships • Outreach • Integration of new technology • Study abroad • Writing Center – English
	<p>Group 2:</p> <ul style="list-style-type: none"> • Challenges in the lack of funding from the state of Colorado mean that UNC must look elsewhere to build capacity, or remove some programs so that we can do a better job with the programs we retain. Putting some programs together makes lots of sense, but other matches are a bit forced. 	<p>Group 2:</p> <ul style="list-style-type: none"> • Departments and disciplines have cut some emphasis areas, have spent less money on faculty by retiring senior faculty and hiring part timers. That has reduced our capacity to offer emphasis areas and classes. Chairs manage teaching loads to match faculty expertise to required classes. We are attempting more grants applications to bring in additional support, but that takes faculty out of the classroom and replaces them with inferior faculty paid at a lower salary. Earth sciences faculty meet each year with legislators in Denver to educate them about geoscience issues in the state of Colorado.
	<p>Group 3:</p>	<p>Group 3:</p>
	<p>Group 4:</p> <ul style="list-style-type: none"> • Reorganization of university • Admin streamlining • Development outside resources • CTF also strong self-evaluation system • Embrace technology 	<p>Group 4:</p> <ul style="list-style-type: none"> • Music – developing blueprint impact enrollment financial aid • Constant examination of programs/curriculum • Faculty evaluation process • Soliciting contributions financial

	<ul style="list-style-type: none"> • Flexibility and use of funds • Embrace change • Recruitment of minorities faculty/staff/students 	<ul style="list-style-type: none"> • Restructuring of committees • Maximizing FTE in favor of instruction • Use of part time faculty • NASM report and CTF report • Allocation of resources – theatre dept studying how can be adequate allocation of resources among acting, tech, music theatre • Reduced dependence on piano loan program made wise decisions in support of mission • Prioritize personnel when making decisions on funding • Prioritize technologic currency in support of student learning • 3-pronged approach to external funding – Foundation - donors, SPARC – grants, Advancement – event sponsorship
	<p><i>Group 5:</i></p> <ul style="list-style-type: none"> • Charting the future helped to set priorities for the university • Input from many has assisted with this • To increase dollars to come in, BOT gave more scholarships to bring in out of state people • Our planning drives our budget, not the other way around • Generating more external grants and funding 	<p><i>Group 5:</i></p> <ul style="list-style-type: none"> • Focusing on increasing scholarship dollars by SPEEC • Increased collaboration • Recognition of staff enhances productivity and attitude • SPEEC changed bylaws for representation to ensure a full council • APASS has an advisory board to receive input
	<p><i>Group 6:</i></p> <ul style="list-style-type: none"> • Huge funding issues but CTF proactively addressed unprecedented fiscal crisis • Open door policy on budget presentations= trust, integrity • Evaluating cash-funded options • Thinking about more online classes and innovative delivery methods 	<p><i>Group 6:</i></p> <p>-----</p>

	<ul style="list-style-type: none"> • Ongoing unit self-study • Top in administrative efficiency 	
	<p><i>Group 7:</i></p> <ul style="list-style-type: none"> • Planning process in place with mission as a starting point. • Challenge to integrate various university plans. • Continuity from previous planning process to Charting the Future. • Examples of alignment of resources with mission is 53% of state appropriated budget to instruction. • To respond to future challenges and opportunities, self-study on diversity will identify areas for improvement. • Need a system for examining internal trends including technology • Still areas to work on, but instituting a process that is adaptable, responsive. 	<p><i>Group 7:</i></p> <ul style="list-style-type: none"> • Libraries Planning Council developed a plan, and a process. They examined the mission statement and incorporated assessment into review of the plan developed in 02/03 (not implemented because of CTF). • CPDO developed policies and procedures to facilitate transition involvement of other units in extended studies – no formal planning process.
	<p><i>Group 8:</i></p> <ul style="list-style-type: none"> • CTF • Campus wide assessment 	<p><i>Group 8:</i></p> <ul style="list-style-type: none"> • Enrollment management – keep the appropriate match between resources • Units actively involved in supporting • Increase diversity distance learning • Assessments • Foundation and grant efforts • Keeping up with changes in the field • New partnerships • Technology
	<p><i>Group 9:</i></p> <ul style="list-style-type: none"> • The Self Study makes clear that 55% of resources are appropriated to academic/instructional purposes, a reduction in allocation to administration. This is a change 	<p><i>Group 9:</i></p> <ul style="list-style-type: none"> • Start up costs and lower loads for new faculty in their first semester, allocation of resources for travel and professional development in A&S, allocation of resources to department

	<p>from 1995, when only ca. 47% of resources were designated for instructional support.</p> <ul style="list-style-type: none"> • Course loads have been for the most part maintained at a level commensurate with quality education. State funding has made this increasingly difficult. 	<p>chairs in A&S to allow them to keep current in their academic disciplines.</p> <ul style="list-style-type: none"> • Changes in curriculum result in new majors and revision of existing majors and emphases that respond to changes in the economy, society, and constituent groups. For example, resources are shifted to new needs that emerge from IDLA training of elementary school teachers in anticipation of emerging need for teachers in specific disciplines.
	<p><i>Group 10:</i> -----</p>	<p><i>Group 10:</i></p> <ul style="list-style-type: none"> • Academic program that have consistent requirements and credit hours have helped in responding to financial aid appeals • More students centered through student services and academic programs • General education what is necessary for our students in the future • Advising will be more planful and centralized; most critical issue for students in finding consistent advising • Financial issues are becoming more difficult for students to handle i.e. increased college expenses, money management • Student employment issues are prevalent i.e. opportunities in the community and on campus are sometimes limited • Real world work experience with internships and service learning tied to academic programs seamlessly will help students enter the world of work more easily • HESA 173 (career planning class) includes employer presentations on work skills, employment trends • Work place etiquette and work place skills as

		<p>well as work ethics are included in classes and student service programming</p> <ul style="list-style-type: none"> • Technology skills development and equipment require the search for funding externally • Experiences, service learning, study abroad and diversity and international culture opportunities are included in academic programs • Mandatory internships, practicum, service learning, community services, volunteering will assist students in gaining access and success in professional field • Students needs skills in high level critical thinking, cultural and diverse contextual relationship knowledge, advanced technology skills and creativity to succeed in the constantly changing global work place • When finish Charting the Future, staff members will have clear priorities, functions, job duties so that they are not performing multiple functions for many units
	<p><i>Group 11:</i></p> <ul style="list-style-type: none"> • Over the last year we have all learned that the FTE student funding piece has changed and we have adapted to the changing environment; • We have had to rethink how we would value and rethink programs; • Current funding situation created the need for prioritization of tasks; • Charting the Future is making us prioritize even beyond budgetary issues • This year every decision has been tied back to mission—focus on student learning 	<p><i>Group 11:</i></p> <ul style="list-style-type: none"> • Rec Ctr look to the future for every decision; five year plan for buildings; five year plans for programs—all relate back to mission and to Charting the Future • IT has taken a different approach to prioritization to a return on investment approach-when lay out budget look at return

	<p>Group 12:</p> <ul style="list-style-type: none"> • Budget process consistent with board direction and policy • Strategic tuition plan • Facilities Master Plan • Technology Plan 	<p>Group 12:</p> <p>Units respond to change and future challenges:</p> <ul style="list-style-type: none"> • Occupancy management plan • Planning at levels of F&A organization – continuing progress through responsive planning processes • Unit self studies • Responsive to external pressures and changes - COF
	<p>Group 13:</p> <ul style="list-style-type: none"> • Commitment to Charting the Future process 	<p>Group 13:</p> <ul style="list-style-type: none"> • Strategic planning process for unit • Educational Benchmarking Initiative that continuously monitors feedback from key stakeholders as part of our planning process. • Dean’s Leadership Council participation from external business community to assure accountability and relevancy as measured by continuous improvement • Surveys of the external environment in terms of discipline-based associations and accreditation groups like AACSB to assure relevancy.
	<p>Groups 14 & 15:</p> <ul style="list-style-type: none"> • Every program has an assessment plan and looks at the data • Coordination and articulation of assessment in the Provost’s Office • College are allocated money for assessment • Many colleges post Assessment Profiles on the web for our constituents • Charting the Future • Research support from the Dean’s Office Research Center (CCoRE) • Accreditations 	<p>Groups 14 & 15:</p> <ul style="list-style-type: none"> • Data is used to modify program based on the data that is collected. • Money to get computerized programs like TRAC DAT • This form links assessment to the mission and future challenges

	<ul style="list-style-type: none">• SPARC	
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<p>3. Student Learning and Effective Teaching</p> <p><i>The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.</i></p>	<p>Group 1:</p> <ul style="list-style-type: none"> • Provides infrastructure –leadership at administrative levels to accomplish program review • Annual faculty evaluation • Whole assessment process-program review, exit interviews-course embedded assessment 	<p>Group 1:</p> <ul style="list-style-type: none"> • Annual faculty evaluations • OI • Praxis • Exit • Alumni Survey • Writing Center • Unit Advising Fairs-Eng
	<p>Group 2:</p> <ul style="list-style-type: none"> • Some sensitivity to keeping class sizes as small as practicable are evident in new construction of classrooms (Ross Hall lecture halls have a maximum capacity of 111 students—and replace lecture halls with 193, 136, and 136 students. But as more students come to UNC, class sizes are creeping up. 	<p>Group 2:</p> <ul style="list-style-type: none"> • Student work study employment, graduate school admission, internships, and many extracurricular learning activities increase the students’ ability to perform as a professional in their chosen fields.
	<p>Group 3:</p>	<p>Group 3:</p>
	<p>Group 4:</p> <ul style="list-style-type: none"> • Clearly defined learning goals • Ongoing assessment of learning goals and teaching evaluation • Supports/encourages innovation in teaching • Invest in professional development faculty/staff • Encourage active participation in real world experiences for students, workshops, internships • Programs areas separate accreditation (NASM) • Follow up to alumni • Classroom resources to provided 	<p>Group 4:</p> <ul style="list-style-type: none"> • Defined mission • Ongoing assessment in all areas • Encourage innovation in teaching • Everyone involved in updating/changing curriculum • Ongoing participation in field faculty/students • Document performers/artists involved in professional/apprenticeships before and following graduation • Changing laboratory experiences to reflect society and trends • Follow up with alumni (More person- to

	<ul style="list-style-type: none"> • Creation of faculty development center 	<p>person contact than effort to send out questionnaires) Developing alumni list and strive to strengthen this follow-up.</p> <ul style="list-style-type: none"> • Helping tenure track and tenure faculty by setting up and building a fund for travel • Center of excellence awards from CCHE for theatre and music, national polls on programmatic excellence • Placement of music education students as teachers. • Constant feedback from people in all PVA field • Ongoing workshop for Theatre high school teachers
	<p><i>Group 5:</i></p> <ul style="list-style-type: none"> • Student evaluation process for classes • Mid term student evaluations • Freshmen placement based on tests • Grading system • Peer evaluation of professors • Conferences, competitions, and presentations • Departmental analysis of distribution curve • Discipline conferences attended by faculty • Career Services has over 90% placement within 4 years • Assessment program on campus is comprehensive that is coordinated by Faculty professional development Center • Special programs such as Honors Program, Presidential Leadership Program, McNair's • Advising • Learning communities • Academic Excellence Week and Research Day 	<p><i>Group 5:</i></p> <ul style="list-style-type: none"> • MGCC does pretests and post tests of students • Assist underachieving students through programs • Review evaluations of classes with students • Support faculty for research and conferences • Support students and staff attending conferences

	<p><i>Group 6:</i></p> <ul style="list-style-type: none"> • Efforts towards consistent measuring tool for data gathering and reporting – TracDat • Consolidating email accounts • Advisor database • CTF coordination of advising • Smart classroom project • Large number of student organizations- active participation by lots of students. Students doing it on their own time 	<p><i>Group 6:</i></p> <p>-----</p>
	<p><i>Group 7:</i></p> <ul style="list-style-type: none"> • Assessment – University fosters a culture of assessment • Utilizing TracDat • Course catalogue differentiates undergraduate from graduate student objectives • Faculty control curriculum • Faculty must write and provide service and research opportunities for students • We’re working on advising, but in the majors we’re doing “OK” • Center for Professional and Staff Development and other programs (teacher stuff) 	<p><i>Group 7:</i></p> <ul style="list-style-type: none"> • Library assessment reports • Project SAILS • Library instruction is differential and extensive • Libraries has a curriculum committee
	<p><i>Group 8:</i></p> <p>-----</p>	<p><i>Group 8:</i></p> <ul style="list-style-type: none"> • Units based assessments – program course assessment • College initiatives that promote teaching with technology • Group and individual advising • Discover days • Developed advising packets • Capstone courses with student projects • Service Learning infuse practical experience • Distance Learning opportunities

		<ul style="list-style-type: none"> • Cross discipline team teaching • Practitioners – are brought into in the classroom • Use of TracDat to promote quality assessment
	<p><i>Group 9:</i></p> <ul style="list-style-type: none"> • The university requires all programs to do program review and funds assessment activities. It also facilitates alumni surveys. Institutional Planning and Research is extremely helpful and represents a significant improvement over the availability of useful data. 	<p><i>Group 9:</i></p> <ul style="list-style-type: none"> • Units have made significant progress toward “a culture of assessment.” Increased use of assessment results, for example to address weaknesses that arise in outcomes assessment activities. • Program reviews focus attention on strengths and weaknesses. Annual follow-up reports facilitate continuous improvement and building on strengths. • Alumni surveys are better facilitated by the institution and have resulted in increased contact with alumni and identification of ways in which their input can be used productively.
	<p><i>Group 10:</i></p> <p>-----</p>	<p><i>Group 10:</i></p> <ul style="list-style-type: none"> • Learning communities develop effective study skills, time management skills, knowledge of student services, connection to the university and academic resources • Scholastic standards program helps student to reach out, utilize resources • CHE tutoring programs and all other tutoring programs provide academic assistance and support along with workshops on study skills, time management skills • Transfer students support through the learning communities • Transfer guides for students to complete academic program • Retention rates is outcome measure which

		<p>needs to be improved so that we can say here is what caused the retention i.e. programs, faculty, student support services</p> <ul style="list-style-type: none"> • Resources are very lean on student support services operation most areas have had decreased funding and staffing • External degree program students need support services as well and course selection i.e. 198 courses • Orientation, registration and services are welcoming to the students when they arrive; need to make registration seamless and insure that there are classes available for first year students when they register • Core curriculum and student service coordination for student success will help the culture to be student centered and seamless in services • Integration of internships and service learning as part of curriculum for undergraduates requiring student services and academic collaboration • Advising collaboration with academic programs to assist students in changing majors if they do not meet program admittance
	<p><i>Group 11:</i> Assessment</p>	<p><i>Group 11:</i></p> <ul style="list-style-type: none"> • IDLA program has been recognized as unique • Learning Communities program having been recognized nationally by various program—look at their charting the future report (Teresa Sellmer’s) • Rec ctr has programs that provide student learning in exercise science—have data on national certification rates of students—also grad student placements (call Cheryl Kent for

		<p>data)</p> <ul style="list-style-type: none"> • Ctr for Urban Ed and Rural Ed access program are strengths • All Auxiliary Units do self studies and self assessments—many utilize the CAS standards to do that—get lots of student involvement in doing their assessments—(call Bob Hetzel’s office for copies of the reports all the units do) • Need to recognize co-accreditations more!! e.g. accreditation by other bodies • Police Dept does its own self study—also assessed by Colo Assn of Chiefs of police • IT takes data from calls to try to predict where there are increasing problems and
	<p><i>Group 12:</i></p> <ul style="list-style-type: none"> • Focus is for budgeting in the classrooms • Student learning in real-world settings are common practice throughout the institution both within academic and administrative 	<p><i>Group 12:</i></p> <ul style="list-style-type: none"> • Programming efforts that assist students in transitioning from academia to their career (programming efforts, career planning/advising, etc.). Ex: leadership and programming • Dining Services: Mentoring program – FND food and nutrition course, cooking series with chef that gives real-world experience within teaching, internships. Dining is the largest student employer (many times the first student job) • Housing and Residence course contributions include: ID108, HESA260 • EH&S also provides student internship opportunities • New dining facilities
	<p><i>Group 13:</i></p> <ul style="list-style-type: none"> • Creating the position of the assessment coordinator at university level and utilizing an 	<p><i>Group 13:</i></p> <ul style="list-style-type: none"> • Student, alumni, parent, and employer surveys designed to measure the effectiveness of our

	<p>assessment coordinating group from across the university to assure all programs are consistently assessing their progress.</p> <ul style="list-style-type: none"> • Recognition of difference in appropriate outcomes based on graduate vs. undergraduate curriculum. 	<p>teaching.</p> <ul style="list-style-type: none"> • ETS examination of all graduating seniors to assess core knowledge in business functional areas.
	<p><i>Groups 14 & 15:</i></p> <ul style="list-style-type: none"> • Courses linked to matrix and within each course a performance-level is listed for the student to meet the standards that are linked to the State Standards. • NCATE plans that focus on what we do when students are not able to meet the criteria. • Early service learning is tracked with pre and post tests to measure how it is done and if it works. • CPDO • Quality of teaching is an important part of Promotion and Tenure • Many student organizations are active on campus and are linked to professional organizations • Teaching and research practica are offered 	<p><i>Groups 14 & 15:</i></p> <ul style="list-style-type: none"> • Courses – Matrix – Performance levels – Standards • 100's of workshops are offered on campus • Use of yearly professional evaluation plans to improve areas of weakness • Authentic demonstrations are expected for skills in graduate and undergraduate programs

Criterion	How the University Meets Criterion	How the Unit Meets Criterion
<p>4. Acquisition, Discovery, and Application of Knowledge</p> <p><i>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.</i></p>	<p>Group 1:</p> <ul style="list-style-type: none"> • Neal Cross • Writer’s conference • Research Day • Travel money for students • Cultural Centers 	<p>Group 1:</p> <ul style="list-style-type: none"> • Com presents at research day • Confluencia • Speaker Series • Crucible • Social Justice Summit • Support grad travel (Eng) • Communications-active in national honors • Eng –grad students to undergrad conference • Journalism-nationally prominent speakers • Arts and Science Centers/Institutes
	<p>Group 2:</p> <ul style="list-style-type: none"> • The university climate still promotes lifelong learning and we enjoy some freedom in that regard. But, there is a perception that we are all doing more with less, so it is very difficult for employees to keep perspective that is positive. 	<p>Group 2:</p> <ul style="list-style-type: none"> • Various departments support outside seminars to enrich faculty and student creativity. Professional support to attend conferences is available to faculty and students to various degrees, especially if scholarly presentations are involved. Outside money is the main source of professional development. We are hopeful the Charting the Future process will give us support in providing time to undertake creativity and establish social responsibility. Student academic clubs in all the disciplines are vibrant and contribute to a strong sense of community and social responsibility.
	<p>Group 3:</p>	<p>Group 3:</p>
	<p>Group 4:</p> <ul style="list-style-type: none"> • CTF emphasis on strong liberal arts foundation • Real life experiences • Maturing program of student learning 	<p>Group 4:</p> <ul style="list-style-type: none"> • Graduate Dean’s citation for excellence awards • Outstanding thesis and dissertation • Faculty publications and performances

	<p>assessment</p> <ul style="list-style-type: none"> • SPARC support for research • UNC academic excellence week • Graduate research assistantships, summer fellows • Doctoral research core 	<ul style="list-style-type: none"> • Invitations to student performing groups and prestige • Interesting faculty staff collaborations (Journal for Musicological Research) • PVA honored alumni • Student societies • Every production is research in life-long learning • Music library great environment • Constant new learning curve, new pieces
	<p><i>Group 5:</i></p> <ul style="list-style-type: none"> • Programs exist to let students learn about cultures other than their own • Many clubs and organizations • Sponsored research supports faculty and student research • Student conference grants • Internships and hands on learning classes • Teaching ethical behavior • Faculty include diversity in classrooms • Administrative Fellowship program • Internships with outside agencies and shadowing experiences 	<p><i>Group 5:</i></p> <ul style="list-style-type: none"> • Cultural programs • Go to classrooms to share information • Try to match students with internships back in Hawaii • Environment supports students feeling connected • Resource libraries • Cultural Centers offer educational based programming
	<p><i>Group 6:</i></p> <ul style="list-style-type: none"> • Successful placement of students in the workforce • CHE, CPDO workshops for students- not limited to classroom/ social activity involving learning. Welcome week activities • UNC Foundation follow-up with alum • Encourage professional development at all levels 	<p><i>Group 6:</i></p> <p>-----</p>
	<p><i>Group 7:</i></p> <p>Lifelong learning –</p>	<p><i>Group 7:</i></p> <ul style="list-style-type: none"> • DES facilitates extension of instruction in

	<ul style="list-style-type: none"> • Liberal arts foundation combined with real life experience; real life experiences an area for investment • Examination of general ed curriculum evidence that the university places importance on liberal arts foundation • Faculty and students work together on research • Support of research and SPARC • Modeling by faculty and staff of lifelong learning • Center for Faculty and Staff Development is an area for investment; identified during the CTF process • Grad students required to use multiple research tools, faculty from more than one discipline. 	<p>ways that are accessible and convenient for lifelong learners.</p> <ul style="list-style-type: none"> • Library services help students develop skills to locate and evaluate resources and information. Systems are informal on an as-needed basis in the library or online, or on a formal basis in instruction given in the library.
	<p><i>Group 8:</i></p> <ul style="list-style-type: none"> • Balance between scholarship and practice • Liberal arts foundation; professional fields of study, and real world experience • Students connect with community – internships and service learning • Life long learning • Faculty and students – including undergraduates conduct research • Promote independent inquiry • Learning communities • Student support services • General education core is being revisited • Student responsibility model and honor code 	<p><i>Group 8:</i></p> <ul style="list-style-type: none"> • Internships/practica • Youth development and after school programs • RMCRI – real world experience – specific courses – Sport admin, exercise science, sport pedagogy; • Marketing for non-profits • Clients – assessment and interventions • Underserved areas and populations students assist • Honors program – undergrad • Research with students occur within classes and independently with faculty • Grad programs foster independent learning and inquiry; capstone courses in pedagogy • Faculty support – SPARC • Discretionary dollars, Workload adjustment • Speech and Audiology Clinic-students get hands on experience

	<p><i>Group 9:</i></p> <ul style="list-style-type: none"> • FRPB, SPARC, sabbatical leaves, weighted load on evaluations, merit pay. 	<p><i>Group 9:</i></p> <ul style="list-style-type: none"> • Honor societies, field schools, club activities, inclusion of students in research and professional forums. The campus has a very lively extracurricular life. In many cases these activities are successfully linked to academic experiences (UNC Writer’s Conference, International Film Series, professional clubs, service organizations.) • Honors Program fosters creativity. • Life of the Mind fosters interdisciplinary connections.
	<p><i>Group 10:</i></p> <p>-----</p>	<p><i>Group 10:</i></p> <ul style="list-style-type: none"> • Connecting with the employers through Career Services to gain real world work experience, community services, internships, volunteer opportunities
	<p><i>Group 11:</i></p> <ul style="list-style-type: none"> • Reimbursement for faculty and staff to take classes • CPDO training • Social responsibilities—campus actively involved in United Way and other activities • Support of faculty research—provost, SPARC, travel funds • Faculty evaluation mechanism encourage ongoing learning • Have sets of rules designed to insure do research properly--IACUC, substance disposal, human subjects, etc. 	<p><i>Group 11:</i></p> <ul style="list-style-type: none"> • Police do internships and try to employ stu interested in criminal justice
	<p><i>Group 12:</i></p> <ul style="list-style-type: none"> • Liberal Arts foundation is a strength of what we do • Research opportunities for faculty and students 	<p><i>Group 12:</i></p> <p>Units provide specialized training and professional development opportunities:</p> <ul style="list-style-type: none"> • ServeSafe training and on-going student

	<ul style="list-style-type: none"> • Professional development center (proposed) that will provide coordinated efforts in this area • Skillpath training offerings in supervision, leadership, etc. 	<p>employee training and management positions for students.</p> <ul style="list-style-type: none"> • APA attendance by unit staff and professional development series National Housing Training Institute • Statewide facilities management group participation • Collaborative efforts with other institutions and professional organization participation that builds knowledge and lends support
	<p><i>Group 13:</i></p> <ul style="list-style-type: none"> • University-wide professional development programs (resident and on-line) for creating intellectual and skill growth in employees (faculty, staff, and administrators) • Support for research and scholarship activities (e.g., research week, awards for faculty scholarship, university scholar of the year, recognition of departmental excellence in scholarship) 	<p><i>Group 13:</i></p> <ul style="list-style-type: none"> • Research awards (monetary and recognition) for success in publishing • Master Teacher Workshop for MCB • Conference grants to stimulate faculty development • Reduction of faculty workload for service activities to support community development and assistance (e.g., • Participation in Better Business Bureau Torch Awards for promoting business ethics. • Support of multiple research tools (technology-based) for promoting faculty research activities (e.g., Lexis/Nexis, SPSS, Wall St. Journal archive databases).
	<p><i>Groups 14 & 15:</i></p> <ul style="list-style-type: none"> • On campus research day each year with faculty and student presentations • Stryker fellowships • Tointon Institute for Educational Change • Expectations on copy write and the following of legal mandates • National Center on Low Incidence • School Partnerships Sponsoring Speakers 	<p><i>Groups 14 & 15:</i></p> <ul style="list-style-type: none"> • Big name speaker comes in • SPARC incentive money • SPARC travel money and some student organizations also offer money • Trains principals for systemic change • Faculty work in class to assure this happens • Offers learning and classes on line as well as additional support to teachers and parents

	<ul style="list-style-type: none"> • COPER 	<ul style="list-style-type: none"> • State provides some monies to offer life-long learning
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Criterion	How the University Meets Criterion	How the Unit Meets Criterion
<p>5. Engagement and Service</p> <p><i>As called for by its mission, the organization identifies its constituencies and serves them in ways both value.</i></p>	<p><i>Group 1:</i></p> <ul style="list-style-type: none"> • Cultural Center • Women’s Resource Center • Internships 	<p><i>Group 1:</i></p> <ul style="list-style-type: none"> • Writer’s Conference • Partnership • Hispanics Studies involves community in learning • Fiesta,. Frente de lucha, pedagogical week, Languages work with AP • Eng –internships for poetry magazines, radio station • Poetry readings • Journalism and Com internships • Writing Center consulting for community • Spanish- grants for outreach • Arts and Sciences Centers and Institutes(grants)
	<p><i>Group 2:</i></p> <p>-----</p>	<p><i>Group 2:</i></p> <ul style="list-style-type: none"> • The sciences/mathematics units believe we are serving our student constituents and citizens of Colorado in the most efficient manner. The Delaware Study of departmental costs bear this out, as does Colorado’s low ranking among the states (50th) in per student state support for higher education.
	<p><i>Group 3:</i></p>	<p><i>Group 3:</i></p>
	<p><i>Group 4:</i></p> <p>UNC enhances the quality of life and the</p>	<p><i>Group 4:</i></p> <ul style="list-style-type: none"> • Performances at state level as well as

	<p>economy in the community, region, and state.</p> <ul style="list-style-type: none"> • UNC serves the common good with outreach and service activities for key constituents. • Engagement and service activities are integral to university programs, BUT there is no formal structure for initiating partnerships. • Limited funds demand sharp focus in outreach activities. Expenditures should be an investment in education of students and advancement of society (CTF premise) • CTF targets distance education and off-campus programs for investment. • UNC understands its constituents and listens to their needs. (e.g. teacher prep programs’ collaborative efforts with partner schools; Center for Urban Education and Cumbres program) • UNC recognized need to create mutually beneficial connections—Partnerships with K-12 schools; Speech and Audio logy Clinic, Bresnahan-Halstead Center • Charting the Future suggest that UNC form strategic alliances with other H.E. institutions to make best use of limited resources. 	<p>international</p> <ul style="list-style-type: none"> • Strong connections to area K-12 schools • Work with donors • Strong local and area activities, collaborative efforts. Good connections to UCCC • Greeley Philharmonic • Community Advisory Board extraordinarily active • All-State Band service to profession • Clinics and performances • Tie between performances and service • LTR – 70 years professional theatre for this area • Jazz festival • Weekend for Strings • HS theatre festival • Gallery shows - service to community • Student exhibits and art sales • 300 cultural events a year • ACTF success • CMEA presence each year
	<p><i>Group 5:</i></p> <ul style="list-style-type: none"> • Many faculty and staff are involved in non profit boards in the community • University supported Colorado Combined Campaign • Students involved in service learning • Volunteer Link • Partnerships with school • Connections with the hospital with the nursing program 	<p><i>Group 5:</i></p> <p>-----</p>

	<ul style="list-style-type: none"> • Cancer rehab center • Service learning • Classes participate with non profit groups • Volunteering in the community • Fraternities and sororities have philanthropies • Departments participating in community service • Meeting with city attorney and court system about MIP's 	
	<p><i>Group 6:</i></p> <ul style="list-style-type: none"> • Kay collaborating with city etc. – upcoming community leadership summit • Joint purchases with other organizations, particularly CSU • Programmatic collaborations with other institutions. • Move past the suit-case campus with city collaboration 	<p><i>Group 6:</i></p> <p>-----</p>
	<p><i>Group 7:</i></p> <ul style="list-style-type: none"> • Many programs, for example NCMC and Nursing • Plus small programs: service learning • Planning to invest in Extended Studies • Cumbres • CTF advocates more “real-world experience” 	<p><i>Group 7:</i></p> <ul style="list-style-type: none"> • Teach teacher education classes • Provide service learning • Active outreach to diverse communities • We let the community use the library and other campus facilities
	<p><i>Group 8:</i></p> <ul style="list-style-type: none"> • Outreach and service to constituencies • Professional development in health and education • K-12 Partnerships – Teacher education • Cumbres Program • Center for Urban Education – Denver • SLPA Clinic • Professional workshops 	<p><i>Group 8:</i></p> <ul style="list-style-type: none"> • Public school teachers – workshops, into schools and conduct model classes • After school programs • Athletic training – service to high schools, assist trainers • SMRI – research for local and regional leisure and sport groups; • RMCRI Serves cancer patients and networks

	<ul style="list-style-type: none"> Multiple individual faculty, class efforts and students 	<p>with the medical community _</p> <ul style="list-style-type: none"> Challenge course –internal and external group use the course for group professional development – CHE, local schools community groups Internships support agencies Internship evaluations provide feedback to better improve our relationships and teaching Student teaching evaluations help us better meet school needs Outreach in nursing to rural communities SLP Clinic RCMRI TB Testing BP screen in community and schools Advisory boards Women’s Health Forum
	<p><i>Group 9:</i></p> <ul style="list-style-type: none"> Faculty Senate retreat 2004 included focus on community-university relations, identification of employment needs in private sector; teacher education identifies need for public school teachers and administrators, including new initiatives in IDLA and focus on effecting elementary school curricula. 	<p><i>Group 9:</i></p> <ul style="list-style-type: none"> Outreach into high schools, guest lectures, board membership in service organizations, resource and advisory boards for individual departments, internships with area organizations and businesses, Foreign Languages in the Elementary School, teacher training funded by CHE grant in anticipation of 2010 inclusion of languages in elementary school curriculum.
	<p><i>Group 10:</i></p> <p>-----</p>	<p><i>Group 10:</i></p> <ul style="list-style-type: none"> Internship and service learning opportunities incorporated in each academic program for credit
	<p><i>Group 11:</i></p>	<p><i>Group 11:</i></p> <ul style="list-style-type: none"> Honors Council is involved with Dist 6 in actively providing Tutoring, Odessey of the

		<p>Mind and young Chautauqua, etc</p> <ul style="list-style-type: none"> • International Film series is in its 35th year—cultural link for the entire surrounding area • Police provide services to everyone tho they are in the background a lot; tried to branch out with partnerships with residence life to reach 1st year experience students and make them feel safe so can concentrate on other issues ; also reaching out to rec center, cultural centers, ctr for international ed to let folks know they are there to –try to do lots of training in • Michener library gallery—Mariani gallery as cultural • Art students involved with Denver Art Museum
	<p><i>Group 12:</i> Response to specialized needs of the community:</p> <ul style="list-style-type: none"> • Urban Education • CUMBRES • Colorado Combined Campaign 	<p><i>Group 12:</i> Examples of service to community:</p> <ul style="list-style-type: none"> • Provide Senior Meals to entire county • Student activities – promote student volunteer opportunities (one position is dedicated promoting these services with students.) Living-Learning program that promotes community learning • Involvement of city officials in planning efforts for university physical expansions
	<p><i>Group 13:</i></p> <ul style="list-style-type: none"> • University encourages and rewards participation in community service activities by employees (faculty, staff, and administrators). • K-12 partnerships (symbiotic). • Cancer rehabilitation and audiology center. • Availability of various library resources to community (including electronic information 	<p><i>Group 13:</i></p> <ul style="list-style-type: none"> • Nonprofit administration program that supports professional development of existing nonprofit managers • Volunteers for United Way activities (including students) • Numerous course projects and student professional group projects that serve the nonprofit community (e.g., Hospice, The Bus, Suicide Education Prevention, Meals on

	resources via the web).	<p>Wheels, Lake County Sheriff's Dept.).</p> <ul style="list-style-type: none"> • Faculty participation in group health insurance study for the State of Colorado. • Marketing course study (Fall 2004) that is studying the Hispanic market in Weld County and how to improve customer service and personal financial planning activities. • New small business program (Colorado Business Resource Center) designed to aid the economic growth engine in the state through provision of free consulting by upper-level students and faculty.
	<p><i>Groups 14 & 15:</i></p> <ul style="list-style-type: none"> • Tointon Institute for Educational Change • Center for Urban Education REAP • National Center on Low Incidence • Needs of society are impacted with our students • External advisory boards • Work with rural principals • Work with CDE • Offers on line classes to state and world • Numerous off campus programs outside of Greeley in many rural and urban areas 	<p><i>Groups 14 & 15:</i></p> <ul style="list-style-type: none"> • Field Experience required in many programs • Many on line programs are available • Collect information about faculty teaching (forms) as well as using other programs • (Noel-Levitz)

How can we use the accreditation process to improve quality and accountability at UNC?

Group 1:

- Make sure the feedback gets to person in charge
- NCA tells use how other institutions solve problems
- Tie it to state funding/bridge to “given the resources” doing well- report it to state

- Quality of Program
- Files and reports- up to date
- Assessment Committee and Program

Group 2:

- Can the accreditation process increase the support for higher education? Without more support, our mission and capacity will continue to contract and we will continue to struggle reorganizing to adjust to lower budgets and more students. This is not sustainable and we wish to explore ways to turn the accreditation team into advocates for higher education in the state of Colorado. What is the positive outcome from the accreditation process other than passing?

Group 3:

Group 4:

- This process causes us to examine ourselves as a university and as colleges and units within those units.
- Accreditation processes causes units within the college to seriously examine their assessment processes.
- The tangible outcome of our students being employed in the field during their junior and senior years, and 95 % success rate of our graduates (placement of jobs in their field and/or acceptance for graduate work) is indicative of the outstanding quality of our programs and validation of our statistical assessment data.

Group 5:

- Develop a plan with timelines for activities and change
- The Charting the Future transition plan
- Campus community planning
- Check with the institution to make sure each dept. stays on track with mission

Group 6:

- Proofing/validating of Charting the Future. If the evaluator team understand CTF from an outside perspective= affirmation.

Group 7:

- Apply the five criteria in practice to the work of the CTF transition team and the President’s Planning Council.
- Focus on the collaborative approach of both HLC preparation and CTF design to consistently enhance the governance and decision making processes on campus.
- Maintain a virtual and tangible inventory of documents that inform accreditation for national, regional, and discipline-driven processes. This is within the mission of the University Archives and its responsibility for documenting the history of the University.

Group 8:

Group 9:

- Integration of student support services into the curriculum, as called for by Charting the Future, could be assisted by our accreditation process and self study. Faculty and administrators at the department and college level do not have an overview of student support needs, while Student Affairs is less familiar with academic issues. An accreditation visit and report can provide a broad overview that may help us put these pieces together and consider them in a common context.
- Accreditation process could assist us in the direction we take regarding a new Core Curriculum. It will help us maintain a focus on mission while discussing the new curriculum. It can help us model shared governance by developing a collaborative process to revise general education.

Group 10:

Group 11:

- Lots of potential in academic support/advising to work more in the service learning component into something that will be carried throughout their academic careers.
- Accreditation criteria can continue to help steer decisions we make

Group 12:

- Through looking at all the opportunities and ideas that were generated through the Charting the Future effort, the institution can continuously improve and plan for future excellence.

Group 13:

- Provides self-discipline to maintain focus
- Appropriately allocate resources to prioritized goal sets.
- Targets continuous improvement
- Offers opportunities for benchmarking (nationally recognized standards)
- Mandates reconsideration of mission, objectives, and self-appraisal

Groups 14 & 15:

- Problems with communication. The data is available but busy people do not have the time.
- Website in Provost's Office on how to develop performance-based outcomes. Programs reviews and accreditations (APA, NCATE, CEC, etc.).
- Accessibility is such a main issue. We should show the process and summarize some program accreditations.
- Following the timelines we set and saving all documents in the library.
- We using data and reports to make positive changes in programs. We do not stop when the visit is over.
- Should all assessment information be used in the programs, and kept in the programs, or should it go to other places (like on the web)?
- We need to change our ATTITUDE about assessment and use it to improve our programs. It should be a living-document that directs what we do including how we use the information to improve performance-based learning.