PUTTING THE PIECES TOGETHER
Responding to the Principles

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Session Overview

Guiding Questions
Accreditation Standards
Compliance Components
Component Dissection
Active Learning and Practice
Session Summary and Discussion

Guiding Questions

What can we do to understand the intent of an accreditation standard?

How can we know that we have fully addressed an accreditation standard?

How can we determine the level of flexibility within a particular accreditation standard?
Accreditation Standards

- Evaluation frameworks that are focused on quality, not perfection.
- Address specific aspects of the institution.
- Have varying levels of flexibility.

The “Peer” In Peer Review

- Who are the “peers”?
- How are institutions evaluated by peers?
- What is “professional judgement”?

Section 7.1

The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission. (Institutional Planning [CR]
Compliance Components

Embedded in the wording of the principles and frequently identified via punctuation (commas, etc.).

- Discrete elements that must be addressed for each requirement and standard.
- Sum is larger than the parts. They are subordinate to the principles.
- Are viewed within the context of the institution’s mission.

Component Dissection

- Identify underlying theme and intent.
- Identify key concepts and nouns.
- Establish contextual definitions.

Section 8.1

We Are Talking About Practice

The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution’s mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (Student achievement) [CR]
**Section 8.2.b**

**We Are Talking About Practice**

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below: b) Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (Student outcomes: general education)

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<tr>
<th>Theme &amp; Intent</th>
<th>Concepts &amp; Nouns</th>
<th>Contextual Definitions</th>
<th>Response Strategy</th>
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**Section 10.1**

**We Are Talking About Practice**

The institution publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution.

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**Putting the Pieces Together**

**Accreditation Standards**

Compliance Components

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Discussion and Reflection

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