ACCREDITATION & ASSESSMENT COUNCIL
MEETING
Wednesday, October 10, 2012

MINUTES

1. Approve the January 11, 2012 draft AAC bylaws
    Minutes were approved as amended.

2. Review the AAC roster and recommending members to fill vacancies
    Discussion: The AAC agreed that it was affirmed around the table that the AAC needed representatives from Administrative Services, the Associated Students of MSUB, International Studies, and Graduate Studies. The Chair will send requests to these areas and seek representatives to serve on the AAC.

3. Division of the 2012-2013 work efforts (the Resources and Capacity portion of the Standard 2, Year 3 Report)
    The chair has gone through the required elements of the Year Three/Standard 2 Report, and has identified the various constituencies whose input will be necessary for completing the report. These areas are:
    > Academic Affairs
    > Facilities Services
    > Finance
    > Human Resources
    > Information Technology
    > Library
    > Operations
    > Student Affairs

    These materials include the new Standard 2 questions, followed by highlighted sections (where possible) from the 2008 self-study and the 2011 Year One Report, to provide guidance in filling out the various areas of inquiry. These materials were distributed to the members representing these areas (the chair retained Academic Affairs for an initial run-through). The timeline requires that these materials be returned to the chair no later than late winter, so the results can be refined and honed into a coherent report.

4. Review of NWCCU Standard 2 reporting elements
    See handout below.

5. Meeting adjourned 3:30

Accreditation and Assessment Council Reporting Elements

NWCCU Year Three Report/Standard 2 "Resources and Capacities"

Overall, there are a few elements in common to all of the sections in the Standard 2 report. Each section should include these basic parts:

1. Brief rationale or explanation of how MSUB addresses this element of the standard.
>   For example, **Standard 2.C.2 "The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students."** We would begin our response with a brief overview of our efforts to make sure students, faculty, and the entire campus community are aware of student learning outcomes (SLOs) through course syllabi, department/program websites, etc.

2. Frank analysis of successes and challenges.
>   In the above example, we need to explain where SLOs are found, and where we still need to be clearer about them (survey programs and identify the percentage with clearly articulated SLOs, and areas where we still need to work on making them clear).

3. Cite the evidence.
>   Refer to specific examples of clearly articulated SLOs in syllabi and programs, including both online and on-campus courses and programs.

4. Wherever and whenever possible, refer back to the university mission statement and/or Strategic Plan.
>   If there is a clear and legitimate link, explain how the effort to publicize SLOs links back to Excellent Teaching, Support for Individual Learning, Engagement in Civic Responsibility, or Intellectual, Cultural, Social and Economic Community Enhancement.