Chapter One: Mission, Core Themes and Expectations

Eligibility Requirements

ER#2—Authority: As a member of the Seattle Community College District Six and as part of the Washington State Community and Technical College system, North Seattle Community College is authorized to operate by the Community College Act of 1967 (revised as the Community and Technical College Act of 1991), and is approved to grant associate degrees and certificates under the Revised Code of Washington (WAC 28.B.50). The college is one of three independently-accredited colleges within the Seattle Community College District.

ER #3—Mission and Core Themes: The college devotes its institutional resources to achieving its mission of "changing lives through education" by offering comprehensive educational programs in a highly supportive learning environment. The college has articulated the essential elements of its mission in three core themes—*Advancing Student Success, Excelling in Teaching and Learning,* and *Building Community*—which were developed through a year-long participatory process and approved by its governing board in February 2011.

Section 1: Standard 1.A—Mission

Institutional Mission: The college's mission, as approved by the Board of Trustees in March 2006 and reaffirmed by the Executive Team in April 2010 is a clarion call to make a difference for students: "North Seattle Community College is committed to changing lives through education." This simple statement has profound implications as identified in the three core themes described in Standard 1.B below.

The college's mission aligns with and complements the collective mission of the three Seattle Community Colleges to "provide excellent, accessible educational opportunities to prepare our students for a challenging future."

Interpretation of Mission Fulfillment: NSCC defines mission fulfillment as meeting an acceptable level of performance within each of its three core themes of *Advancing Student Success, Excelling in Teaching and Learning, and Building Community.*

Acceptable Threshold of Mission Fulfillment: The college measures the extent of mission fulfillment through a comprehensive approach, taking into account performance on a diverse set of indicators related to each objective within each of its core themes. Baselines will be established for each indicator. In some cases, baseline data are already available; in other cases the first step will be to collect the data and establish the baseline. From the baselines, target or benchmark performance levels will be set. Performance data will be collected and compared to the benchmark levels. This comparison will be used to calculate the percent to which each indicator has been met. Percentages from each indicator will be "rolled up" to calculate the extent to which each objective has been met. Similarly, percentages from each objective will be "rolled up" to calculate a "performance percentage" for each core theme. Finally, the performance on each core theme will contribute to a calculation of the level of mission accomplishment. Minimum acceptable performance for each core theme is 70% and the targeted level is 90%. Minimum acceptable level of mission fulfillment is an overall mean performance level of 70% with a targeted level of 90%. See Figure 1 for a visual representation.

Figure 1

Core Themes				
Student Success	Percent of achievement of each **indicator** rolls up to percent of **objective** achievement. ➡	Percent of achievement of each **objective** rolls up to percent of **core theme** achievement. ➡	Percent of achievement of each **core theme** rolls up to percent of **mission fulfillment**. ➡	**Mission Fulfillment** Minimal • 70% performance within each core theme • 70% mean performance across three core themes Target • 90% performance within each core theme • 90% mean performance across three core themes.
Teaching & Learning	Percent of achievement of each **indicator** rolls up to percent of **objective** achievement. ➡	Percent of achievement of each **objective** rolls up to percent of **core theme** achievement. ➡	Percent of achievement of each **core theme** rolls up to percent of **mission fulfillment**. ➡	
Building Community	Percent of achievement of each **indicator** rolls up to percent of **objective** achievement. ➡	Percent of achievement of each **objective** rolls up to percent of **core theme** achievement. ➡	Percent of achievement of each **core theme** rolls up to percent of **mission fulfillment**. ➡	

Section 2: Standard 1.B—Core Themes

The college has identified three core themes that manifest the essential elements of its mission and collectively encompass it. The numbers associated with themes in the following listing do not reflect hierarchy, but simply provide for ease of reference.
- Core Theme 1: Advancing Student Success
- Core Theme 2: Excelling in Teaching and Learning
- Core Theme 3: Building Community

Just as the college's mission is consistent with the mission of the Seattle Community College District, so too do the college's themes align with key components of district-wide Strategic Goals for 2010-15:
- Student Success—increase student learning and achievement
- Partnerships—build community, business and educational partnerships
- Innovation—increase innovation and improve organizational effectiveness

Each theme is described below, along with its objectives and indicators and a rationale for why the indicators were chosen. Our general approach has been to identify multiple indicators for each objective in the belief that multiple indices provide a more comprehensive assessment and hold greater promise for identifying both strengths and weaknesses than do single measures. Data collection on most of the indicators will occur on an annual basis. Survey data will be collected at three-year

intervals. During the college's six-year planning cycle, judgments about the extent of mission fulfillment will be made at two junctures, at year three and again at year six.

Core Theme 1: Advancing Student Success	
Advancing Student Success means that we • create a culture that intentionally places student learning and growth at the center of what we do; • promote student engagement with coursework, faculty and staff, and co-curricular activities; • foster active, collaborative, self-directed learning; • support student perseverance and goal completion.	
Objectives	**Indicators of Achievement**
1.1 Students are actively engaged in learning and co-curricular activities.	1.1.1 Students' self-report on relevant scales from the Community College Survey of Student Engagement (CCSSE) and related surveys 1.1.2 Faculty/staff perceptions of student engagement 1.1.3 Numbers of students participating in co-curricular activities, and their assessments of those activities
1.2. Students use available support services.	1.2.1 Students' self-report on relevant scales from the CCSSE and related surveys 1.2.2 Usage reports from support services' offices
1.3. Students are successful in achieving their educational goals.	1.3.1 Student Achievement Initiative data 1.3.2 Overall and disaggregated student retention, progression, and completion rates 1.3.3 Students' self-report of goal achievement on surveys and interviews
1.4. Upon leaving the college, students succeed at the "next step" on their chosen pathway.	1.4.1 For students wishing to continue their education, transfer rates to baccalaureate institutions and success upon transfer 1.4.2 For students wishing to enter the workforce, training-related job placement or advancement

Rationale for Why the Indicators are Assessable and Meaningful Measures

1.1.1 Student self-report on CCSSE scales. The Community College Survey of Student Engagement is the most-widely recognized national instrument for assessing the extent to which students are actively engaged with their education. The college administers it every three years and uses its results to target areas for improvement or increase strategies that students identify as effective. Student responses can be disaggregated by a number of demographic variables. The instrument has the added advantage of providing comparable data from peer institutions both nationally and locally. The "related surveys" portion of this indicator refers to the college's intent, as outlined in its Comprehensive Assessment Plan, to administer locally-developed student surveys in the years in which the CCSSE is not administered. Locally-developed surveys have the advantage of being tailored to the needs of the college.

1.1.2 Faculty/staff perceptions of student engagement. Complementing student perceptions of their engagement with the perceptions of faculty and staff is a valuable triangulation of data to provide more reliable insights into the extent to which the college is successful in helping students take an active, involved role in their education. Research is clear that greater engagement leads to greater success.

1.1.3 Numbers of students participating in co-curricular activities: A simple tally of student participation for each activity provides an overall picture of which activities generate the most student interest. This, together with students' assessment of the activities, can help with planning future events. North shares with most community colleges the challenge of designing co-curricular activities that meet the needs of its commuter student population. It is further challenged by the median age of its students (at 30.5, the highest in the state), and the fact that nearly 70% of its students attend part-time.

1.2.1 Student self-report regarding use of support services. The CCSSE scales are an extremely valuable instrument for helping measure this objective. For a number of support services, the CCSSE measures (1) frequency of use, (2) satisfaction with the service, and (3) perceived importance of the service. If the CCSSE responses prompt concerns, or if additional student feedback is desired with respect to a given service, the local "related surveys" will be used to collect additional information.

1.2.2 Usage reports from student services offices. CCSSE data will provide feedback from a random cross-section of the student population, whereas usage reports from the offices themselves provide information from those who provide the services and from those known to have used them. CCSSE data will help the college know how widely known, used, and valued a service is. Usage report data are more qualitative, "fine grained," and based on actual users. Together the two sets of data will help the college know where it is "on track" and where it needs to make adjustments with respect to support services.

1.3.1 Student Achievement Initiative data. Student Achievement Initiative (SAI) data provide a "big picture" view of whether students are achieving their educational goals by monitoring the number of "momentum points" earned by all students and what types of points were earned. It can also disaggregate the data by student subgroup (race/ethnicity, full-time/part-time, male/female, etc.) Comparing data over multiple years gives the college information about which momentum points are proving most troublesome and for which groups of students. SAI data helps the college know where to focus additional, more refined data-gathering, both quantitative and qualitative. It is also important to track SAI data because it is a common measure across all of the community and technical colleges in the state.

1.3.2 Student retention, progression, and completion rates—overall and disaggregated. These measures are an important complement to and refinement of SAI data. Cohort studies of students' retention, progression, and completion patterns will be used to identify those students who are most at risk, the points in time when they are most vulnerable, and when intervention may have the greatest positive impact. For example, while SAI data can tell us that students are faltering somewhere in the developmental math sequence, cohort studies of developmental math students will pinpoint which specific levels are most troublesome and, when interventions are introduced, what impact they have on a student's success further on in the sequence.

1.3.3 Student self-report data. Students enroll in community colleges for a wide range of reasons. It has proven impossible for data systems to accurately capture and reflect that wide range. Furthermore, students' educational goals change over time, and those changes are not uniformly and consistently

reflected in existing data systems. For these reasons, asking them directly is another important measure of whether students have achieved their goals. In addition, the qualitative information collected in student surveys or interviews will provide insights impossible to draw from database reports alone.

1.4.1 Transfer rates and success. Each of these is an important measure of how effectively the college's transfer courses are preparing students whose intention is to earn a baccalaureate degree. The National Clearinghouse data provide a measure of transfer rates. Currently data about the performance of transfer students are available from some, but not all, of the receiving institutions. The college is actively engaged with the State Board for Community and Technical Colleges (SBCTC), and with the four-year institutions within the state, to create a common database that would permit tracking of student performance across institutions.

1.4.2 Job placement and/or advancement. Both job placement and advancement are meaningful measures of how well the college's professional-technical programs are preparing students for the workplace. For most programs, SBCTC's process of data-matching between college records and unemployment insurance records, while far from ideal, is the best available method of collecting this information. However, with funding from Department of Labor grants, the college has developed a much more comprehensive process for tracking graduate placement. The participating programs are few and the process is extremely labor-intensive, and for these reasons the process may not be scalable on an institutional level. Nevertheless, within available resources, we are applying lessons learned from the process to gather similar information about graduates from other professional-technical programs, thereby supplementing data available from SBCTC.

Core Theme 2: Excelling in Teaching And Learning	
Excelling in Teaching and Learning **means that we** • engage in the work of teaching and learning with passion, vision, and creativity; • adapt to the needs of our rapidly changing world by changing ourselves, our curriculum, our services, and our practices; • ensure the effectiveness and quality of our work through ongoing assessment and professional development.	
Objectives	**Indicators of Achievement**
2.1. Faculty regularly assess student learning outcomes at the course, program and institutional levels, and provide feedback to students on their performance.	2.1.1 Annual records of faculty assessment of student learning outcomes at the course, program, and institutional levels 2.1.2 Student reports of awareness of student learning outcomes, and of faculty feedback on their performance
2.2. Faculty use assessment information to improve their own professional practice.	2.2.1 Annual records of changes faculty have introduced as a result of assessment activities, including their impact on student learning 2.2.2 Student awareness of class or program changes made on the basis of faculty assessment practices
2.3. Evidence-based best practice innovations are regularly introduced into curriculum and support services.	2.3.1. Annual report of faculty and student participation in instructional innovations (e.g. eLearning technologies, integrated learning experiences, applied learning experiences, etc.) 2.3.2 Annual report of innovations in support services (e.g. transitions fairs, orientations, embedded student services, etc.)
2.4. Instructional programs are current.	2.4.1 For professional-technical programs: Industry-based assessments of program currency (e.g. Technical Advisory Committee assessment, external accreditations, industry certifications, etc.) 2.4.2. For transfer programs: an inventory of courses transferable to baccalaureate institutions 2.4.3 For basic skills programs: currency with state standards for basic skills programs 2.4.4 Number of course/program changes approved by the Curriculum and Academic Standards Committee 2.4.5 Educational scale ratings on STARS (Sustainability Tracking, Assessment & Rating System)
2.5. Employees pursue professional development to enhance knowledge and skills.	2.5.1 Average number of annual professional development activities by employee group 2.5.2 Percent of participation by employee group 2.5.3 Distribution of activities across various areas of development: teaching & learning, technology, diversity, leadership & community, sustainability

	2.5.4 Annual compilation of publications, shows, presentations, awards, etc. by college employees

Rationale for Why the Indicators are Assessable and Meaningful Measures

2.1.1 Annual records of faculty assessment of student learning outcomes at the course, program and institutional levels. Clear articulation of intended learning outcomes, their regular and systematic assessment, and feedback to students to assist with their learning are key components of the culture of assessment that we strive to create at the college. We will use existing methods to collect data about faculty assessment practices: (1) the annual Assessment Loop Form each faculty submits for course-level assessment activities, (2) program assessment and program review reports for program-level assessment activities, and (3) annual assessments of selected Essential Learning Outcomes that are initiated by the Assessment Committee as outlined in the Comprehensive Assessment Plan described in the April 2010 Focused Interim Report.

2.1.2 Student reports of awareness of student learning outcomes, and of faculty feedback on their performance. Research shows that learning is enhanced when students are aware of the outcomes they are to learn and when they get constructive feedback on how well they are learning those outcomes. We will use the "related surveys" described in indicator 1.1.1 to collect this information from students.

2.2.1 Annual records of changes faculty have introduced into their practices as a result of assessment activities. Faculty assessment of student learning is intended to "loop back" to the faculty's own professional practice, providing guidance for how they might continually improve that practice. The records described in indicator 2.1.1 will collect this information.

2.2.2 Student reports of class or program changes made on the basis of faculty assessment practices. It is important—both for their learning and for enhancing the faculty-student relationship—that students experience an evident and explicit connection between the assessments that faculty conduct and the changes they introduce to enhance the teaching/learning experience. Therefore, student perceptions of this connection are an important measure to collect. Again, they will be collected through "related surveys" of students described in previous indicators.

2.3.1. Annual report of faculty and student participation in instructional innovations. Monitoring participation levels in various types of evidence-based instructional innovations—including but not limited to those listed within this indicator—help the institution gauge how well its faculty are keeping current, and how widely the innovations are spreading throughout the institution.

2.3.2 Annual report of innovations in support services. Student learning is supported, and employee learning is demonstrated, when innovations are introduced within the services that support student learning. Arguably, such innovations are as important as the innovations occurring within the classroom. This metric will provide the college a view of the extent to which all areas of the college are continually seeking to learn and implement more effective ways to support teaching and learning.

2.4.1 Industry-based assessments of program currency. Technical advisory committees (TACs) composed of industry representatives support each professional-technical program on campus. The perspective of those working in the field on whether the program is current with industry standards is a critical measure of program quality and an important guide for any required changes. Earning industry-specific accreditation or certification provides additional evidence of program currency.

2.4.2 Inventory of courses transferable to baccalaureate institutions. University articulation is critical if students' courses at NSCC are to be accepted by receiving institutions. Through active participation in the statewide Intercollege Relations Commission (ICRC), the college ensures that its transfer degrees are in alignment with the requirements of four-year institutions. In addition, as faculty develop new courses, they work directly with their counterparts at receiving institutions (in particular with the University of Washington to which most NSCC graduates transfer) to ensure the transferability of the new courses.

2.4.3 Currency with state standards for basic skills programs. Through its office of Adult Basic Education (ABE), the State Board regularly monitors basic skills programs (Adult Basic Education, GED, and English as a Second Language) in Washington's Community and Technical Colleges. The monitoring tool (*www.sbctc.ctc.edu/college/abepds/**monitoring_tool**_version3_10.19.10.doc)* effectively leads the program through a thorough self-study. Receiving a positive report from the monitoring team at the conclusion of the process is an important indicator that the program meets current requirements and is providing students with the life- and educational skills they need.

2.4.4 Course and/or program changes approved by the Curriculum and Academic Standards Committee (CAS). Substantive changes in courses or programs require the approval of CAS. One important, close-to-home measure of which programs are keeping up-to-date and whether any are not renewing themselves is to monitor the changes brought before CAS.

2.4.5 Educational scales ratings on STARS. With leadership from the campus Sustainability Coordinator and Sustainability Committee, North Seattle has developed a five-year Sustainability Plan and is using the Sustainability Tracking, Assessment and Rating System (STARS), a nationwide voluntary self-reporting framework designed for colleges and universities, to track progress in three areas of sustainability: (1) education, (2) operations, and (3) planning/administration/engagement. The plan has established three objectives within the education area: (1) provide opportunities for co-curricular involvement in sustainability projects, (2) integrate sustainability competencies into all degree programs, and (3) integrate sustainability-related undergraduate research projects into curriculum. Monitoring progress on these three objectives will provide a gauge of whether curricula are being responsive to the need for and commitment to greater sustainability.

2.5.1 Average number of annual professional development activities by employee group. Newly-appointed President Mark Mitsui has identified professional development as a priority for all employee groups (faculty, classified, and exempt) and has created a strategic initiative to support that focus. By tracking each employee's professional development activities (through the annual evaluation process for classified and exempt staff, and through the professional development reports that faculty submit at the end of each year), we will have a centralized measure of whether employees are actively seeking to keep current in their areas of responsibility.

2.5.2 Percent of participation by employee group. While the previous measure will help us gauge the overall frequency with which employees avail themselves of professional development opportunities, this measure will provide critical information about the extent to which participation is wide-spread or restricted to a relatively small number of employees.

2.5.3 Distribution of activities across various areas of development. Several years ago, the college's Professional Development Coordinating Council (previously known as the Professional Development Advisory Committee) developed a "professional development framework" that identified four areas of

employee professional growth: (1) teaching/learning, (2) technology, (3) diversity, and (4) leadership/community. In recent years sustainability has been suggested as a fifth area. In tracking employee participation in professional development, it will be important to ensure that opportunities are offered and accessed within each area of the framework.

2.5.4 Annual compilation of publications, shows, presentations, awards, etc. by college employees. A final measure will assess the extent to which employees are advancing their own and others' knowledge and skills in their respective fields by sharing their expertise through various public venues as listed above. The venues may be both on- and off-campus.

Core Theme 3: Building Community	
Building Community means that we • create a diverse, inclusive, and safe environment accessible to all; • strengthen our college community through open communication, civility, accountability, and mutual respect; • reach outside our institution to form local and global partnerships and pursue civic engagement; • work in ways that are environmentally, socially and fiscally sustainable.	
Objectives	**Indicators of Achievement**
3.1. The college creates and sustains a culture that is welcoming and supportive of employees, students, and other patrons of college services.	3.1.1 Student and employee diversity data 3.1.2 Student and employee satisfaction data 3.1.3 Patrons' ratings on customer service surveys
3.2. The college engages in community-based partnerships for mutual benefit.	3.2.1 Number and nature of partnerships 3.2.2 Breadth of partnerships (number of areas and participants involved) 3.2.3 Participants' satisfaction ratings 3.2.4 Annual revenue generated by partnerships
3.3. The college practices responsible stewardship of resources.	3.3.1 Annual FTES 3.3.2 Cash reserves 3.3.3 Revenue/expense ratio 3.3.4 Operations scale ratings on STARS

Rationale for Why the Indicators are Assessable and Meaningful Measures

3.1.1 Student and employee diversity data. Monitored annually, diversity information for students and staff will help the college determine whether it is providing sufficient access to subgroups of the population. Coupling this diversity data with other indicators (e.g. satisfaction ratings within this core theme and student progress indicators within the *Student Success* theme), will allow the college to assess whether it is providing sufficient support and creating a welcoming environment in which all can thrive.

3.1.2 Student and employee satisfaction data. Regularly-administered climate surveys of students and employees have been a part of the college's assessment efforts for many years. That practice will be continued as a way to ensure a hospitable environment and to identify corrective actions when/as needed.

3.1.3 Patrons' ratings on customer service surveys. In this context, "patrons" refer to community members who enroll in Continuing Education classes, who attend art shows or theater productions or musical programs or lectures, who rent college facilities, who visit the library or the OCE&E, etc. A major emphasis within our theme of Building Community is to expand the nature and number of ways in which the external community interacts with the campus community. Regular "customer service" surveys will be an important way to assess whether external patrons have a good experience during those interactions.

3.2.1 Number and nature of partnerships. Community-based partnerships are an important indicator of North's involvement with and responsiveness to its communities. In its vision statement, the college describes its role as "a progressive education resource, actively engage with its community and known for innovation and responsiveness." Annual tracking of the number and types of partnerships is an important factor that will help the college determine how strongly involved it is with its communities.

3.2.2 Breadth of partnerships (number of areas and participants involved). Beyond the number and nature of partnerships, it is also critical to measure which areas of the college are involved and which segments of the community are being reached through our partnerships. As a comprehensive community college, we strive to serve all segments of our community through our partnerships. Furthermore, tracking the number of participants in each partnership will help us know how many college personnel are personally involved with external partners. In general, the wider the base of employee involvement (e.g., the greater the number of employees actively involved), the more likely it is that active community partnerships will be woven into the fabric and culture of the institution, and the greater the likelihood that new partnerships will form that had not previously been envisioned.

3.2.3 Participants' satisfaction ratings. This measure will help us know how well the partnerships are working—for both sides of the partnership—and what steps improvements might be needed. Feedback from one partnership may well suggest ideas for enhancing not only that partnership, but others as well.

3.2.3 Annual revenue generated by partnerships. Among the many advantages of community-based partnerships is that some of them can be revenue-generating. As noted above in the discussion of Institutional Context, alternative funding sources are increasingly vital to the financial health of the college. The amount of revenue that partnerships earn is an important indicator for the college to monitor.

3.3.1 Annual FTES. This is a fundamental measure of whether the college is operating in a fiscally sustainable manner. The amount of state funding is directly related to the college meeting its FTE targets.

3.3.2 Cash reserves. The college's ability to maintain a healthy cash reserve over time is another important measure of financial health and sustainability.

3.3.3 Revenue/expense ratio. A companion to measure 3.3.2 above, this measure is a way to monitor whether revenue is keeping pace with—and ideally exceeding—expenses.

3.3.4 Operations scales ratings on STARS. The STARS ratings (referenced above in indicator 2.4.5) monitors sustainability practices in several areas of facility operations including buildings, climate, dining services, energy, grounds, purchasing, transportation, waste, and water. In the college's sustainability

plan, we have set targets for each of these operations. We will use the annual data collected through STARS to gauge and direct our efforts toward increasingly sustainable practices.

Conclusion

In this Year One Report, North Seattle Community College has identified three core themes that "individually manifest essential elements of its mission and collectively encompass its mission" (NWCCU Standard 1.B.1). Our core themes of *Advancing Student Success, Excelling in Teaching and Learning,* and *Building Community,* will serve as fundamental touchstones, guiding and assuring congruence among policy decisions, strategic planning, and operational planning and implementation.

To complement and support the core themes, the report identifies a total of 12 objectives and 36 indicators of achievement of those objectives. The constellation of core themes, objectives and indicators provides a solid framework to guide strategic planning throughout the multi-year accreditation cycle. The depth of thought and the breadth of participation involved in developing the framework assure that strategic planning and implementation will be well-grounded in the values and priorities most important to the college community and to the constituencies it serves in fulfilling its mission.

From this solid foundation, a six-year strategic plan will be developed over the next several months (March-June 2011), and will be implemented during the 2011-17 timeframe. The immediate next steps in our process will be to identify initiatives to address the objectives of the core themes. Some initiatives—ones we identify as "strategic initiatives"—will involve collaboration across the major units of the college (e.g. Instruction, Student Development Services, Administrative Services). Other initiatives will be more "locally" focused within a program, an office or a department. What they will have in common is that each will be aligned with the core themes, objectives, and indicators. In other words, the core theme-objective-indicator framework provides clear guidance to, and reflects the efforts of, all areas of the institution "pulling in the same direction."

In this Year One Report we have also defined mission fulfillment in terms of achievement of core theme objectives. The number and variety of the objectives and indicators we have chosen reflect the rich complexity of fulfilling our mission—"changing lives through education"—for the thousands of students who attend our college for a wide range of educational goals and who bring an equally wide range of life and learning experiences with them. The comprehensive nature of the indicators will provide information to make reasonable and confident judgments about our performance and to guide decisions for program and service improvements. Many of the indicators are currently being monitored. In other cases, we will begin to monitor indicators using available data. In still other cases, new data collection and monitoring process will have to be established. In this way, the new accreditation standards' emphasis on "meaningful, assessable, and verifiable indicators of achievement" (NWCCU, Standard 1.B.2) will serve to strengthen data-driven decision-making and an evidence-based culture across the institution.

The college has appreciated the opportunity for the thorough self-reflection required in addressing Standard One. In addition to the advantages just described, preparing Standard One has also established a firm foundation for addressing the requirements of subsequent standards. We enter into the new accreditation model, with its pattern of recurring and ever-widening self-evaluations, embracing and anticipating the promise it holds for continuous quality improvement in the service of our students and our communities.