

Accreditation Self-Study

Administrative Assembly

October 2, 2018



NWCCU Overview

NWCCU is recognized by the U.S. Department of Education as the authority on the educational quality and institutional effectiveness of higher education institutions in the Northwest region of the United States, including the states of Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington, as well as Canada.

Independent – Non-Profit – Membership Driven

7-Year Accreditation Cycle

Year One – Mission and Core Themes

Year Three – Mid-Cycle

**Year Seven –Self-Study
Mission Fulfillment**

Mission and Core Themes

Mission

The mission of Lewis & Clark College is to know the traditions of the liberal arts, to test their boundaries through ongoing Exploration, and to hand on to successive generations the tools and discoveries of this quest. By these means the College pursues the aims of all liberal learning: to seek knowledge for its own sake and to prepare for civic leadership.

The College carries out this mission through undergraduate programs in the arts and sciences and postgraduate programs in the closely related professions of education, counseling, and law. The College mounts these programs as both separately valid and mutually supportive enterprises. In all its endeavors it seeks to be a community of scholars who are alive to inquiry, open to diversity, and disciplined to work in an interdependent world.

Core Themes

1. Be a **community of scholars** vigorously engaged in learning, teaching, research and creative inquiry
2. Be a community that **integrates theory and practice** within the overall educational experience.
3. Be a community that **commits itself to diversity and sustainability** as dimensions of a just society.
4. Be a community that **cultivates leadership and engagement** in a complex and interdependent world.

Core Themes as Institutional DNA



Mission Fulfillment

Examples of data used to demonstrate Mission Fulfillment:

- CAS - Retention and Graduation Rates - Disaggregated
 National Scholarships/Fellowships
 Faculty-Student Research Collaborations
 National Survey Benchmarking (NSSE)
- GSEC - National Accreditation
 State Licensure
 Employment
- LAW - ABA Accreditation
 Bar Passage
 Employment

PROFESSIONAL ACCREDITATION

Law School

National Accrediting Organization

The American Bar Association

Graduate School of Education & Counseling

National Accrediting Organizations

Council for the Accreditation of Educator Preparation (CAEP)

Council for Accreditation of Counseling and Related Educational Programs (CACREP): Professional Mental Health Counseling Program (PMHC) and PMHC with Addictions Specialization

Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE): Marriage, Couple, and Family Therapy Program (MCFT)

National Association of School Psychologists (NASP): School Psychology Program

State Licensure Boards/Program Approval

Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT): PMHC, PMHC-A, MCFT

Oregon Teacher Standards and Practices Commission (TSPC)

Year 7 Report - Structure

Standard One – Mission and Core Themes

Standard Two – Resources and Capacity

Standard Three – Planning and Implementation

Standard Four – Effectiveness and Improvement

Standard Five – Mission Fulfillment, Adaptation and Sustainability

Evaluation Team Visit

George Bridges, President, Evergreen State University, Chair

Cynthia Price, Vice Provost, Seattle Pacific Univ., Asst. Chair

Martin Jackson, Professor, University of Puget Sound

Matthew Bahr, Associate Dean, Gonzaga University

Noelle Wiersma, Academic Dean, Whitworth University

Eva Frey, Dean of Students, Pacific Lutheran University

Mary Mara, Librarian, City University Seattle

Joe Smith, Associate Vice President Finance, Gonzaga Univ.

Mac Powell, NWCCU Liaison

October 29-31, 2018 – Evaluation Team Visit

The Self-Study

[Campus Labs Accreditation Portal](#)

Why Accreditation Matters?

Maintaining accredited status is necessary for institutions to be eligible for federal funds, student grants and loans, and research or program money.

“The bottom line is that the role of accreditation, like almost everything else in higher education, is changing. New and emerging demands will undoubtedly require boards to spend more time on, and have a deeper understanding of, accreditation issues as they relate to their particular institutions.”

Source: <https://www.agb.org/trusteeship/2013/11/changing-role-accreditation-should-it-matter-governing-boards>

QUESTIONS