



Overview of Regional Accreditation And Core Criteria Revised



HIGHER LEARNING COMMISSION


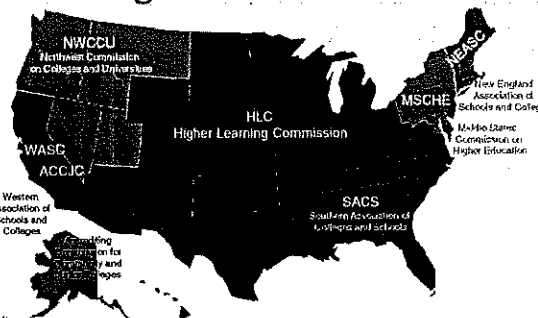
What is new at HLC?

- Innovation zone
- EVOLVE
- New technology
- Updates on Federal issues



HIGHER LEARNING COMMISSION


Regional Accreditation



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How the Process Works...
Pathways Model

- **Open Pathway**
 10 year cycle
 Assurance Reviews yrs. 4 & 10 / visit in 10th yr.
- **Standard Pathway**
 10 year cycle
 Assurance Reviews with visits both yrs. 4 & 10
- **AQIP Pathway (Sunsetting)**
 8 year cycle / Premised on CQI / TQM
 (Institutions moved to open or standard)



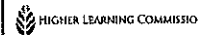
How the Process Works...
Basis for the review:

- Criteria for Accreditation & Core Components
- Federal Compliance Requirements (NEW)
- Assumed Practices (in background)
- Multi-campus and Distance Education



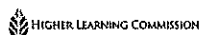
Process for Pathway Visit

- Check in twice in 10 years
- Each pathway has a 4 year check in, open is virtual
- Lock is 30 days prior
- Assurance system will keep previous report
- How will it move report to new criteria?
- How well are institutions doing? 4B, 3C, 4A, 4C, 5A, 5C
- Future pathways changes? Not immediately other than AQIP sunset. Pathways continually improving.



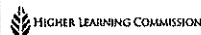
Core Criterion 1

- A. Mission is articulated publicly and operationalized throughout the institution
- The mission was developed through a process suited to context of the institution
 - The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
 - The mission and related statements identify the nature, scope, and intended constituents of the higher education offerings and services the institution provides
 - The institution's academic offerings, student support services, and enrollment profile are consistent with its stated mission
 - The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans, or institutional priorities.



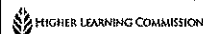
Criterion 1

- B. Mission demonstrates commitment to public good
- *Actions and Decisions*, demonstrate that the role is to serve the PUBLIC, NOT solely the institution or any superordinate entity
 - The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests
 - The institution engages with its external constituencies and communities of interest and responds to their needs as its mission and capacity allow
 - Discuss – what is public good?



How Does an Institution Describe Public Good?

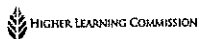
Public Good - is both non-excludable and non-rivalrous in that individuals cannot be excluded from use or could be enjoyed without paying for it, and where use by one individual does not reduce availability to others or the goods can be effectively consumed simultaneously by more than one person. (Whinston & Greene, 2009)



Criterion 1

C. Provides opportunities for civic engagement in a diverse, globally-connected world, as it operates within its mission (curricular OR co-curricular)

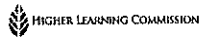
- Informed citizens AND workplace success
- Inclusive and equitable treatment of diverse populations
- Climate of respect among all students, faculty, staff and admin from a range of diverse backgrounds, ideas, and perspectives



Criterion 2

A. Institution establishes and follows policies and process to ensure fair and ethical behavior on the part of its governing board, admin, staff, and faculty

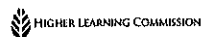
- Institution develops and the board approves mission
- Operates with integrity in its financial, academic, human resources and other functions



Criterion 2

B. Institution presents itself clearly and completely to students and public

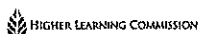
- Ensures accuracy
- Ensures evidence is available to support any claims about contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development



Criteria 2

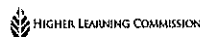
C. Governing board is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

- Board is trained and makes informed decisions
- Deliberations reflect priorities to preserve and enhance the institution
- Reviews the "reasonable" interests of internal and external constituency
- Is independent
- Day to day management delegated to admin and expects faculty to oversee academic matters



Criterion 2

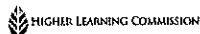
D. Institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning



Criterion 2

E. Policies and procedures call for responsible acquisition, discovery and application of knowledge by its staff, faculty and students.

- For institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability
- Support for the integrity of research
- Provides students with guidance in the ethics of research
- Enforces policies on academic honesty and integrity



Criterion 3

A. Rigor of academic offerings are appropriate to higher education

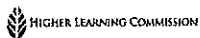
- Courses and programs are current and require levels of student performance appropriate to the credential awarded.
- Articulates and differentiates learning goals for its undergraduate, grad, post grad, and CERTIFICATE PROGRAMS
- The program quality AND learning goals are consistent across all modes of delivery and locations



Criterion 3

B. Institution offers programs that engage students in collecting information, mastering modes of intellectual inquiry or creative work, and in developing skills adaptable to changing environments (gen ed, diversity, scholarship)

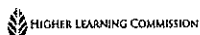
- Gen education is appropriate to the mission
- Articulates the purposes, content and intended learning outcomes for general education
- Grounded in institutional framework AND adopted by an established framework.



Criterion 3

3B Continued

- The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multi-cultural world
- The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.



Criterion 3

C. The institution has the faculty and staff needed for effective high-quality programs and student services.

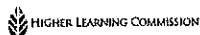
- Diversity of staff within the mission it serves
- Has sufficient numbers and continuity of faculty members to carry out both the classroom and non-classroom roles of faculty, including the oversight of the curriculum and expectations for student performance, assessment, and academic credentials for instructional staff



Criterion 3

C. Continued

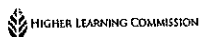
- Faculty are qualified
- Faculty are evaluated
- Institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching positions (PD)
- Faculty are accessible
- Staff that provide student services are qualified, trained, and supported in their professional development



Criterion 3

D. The institution provides support for student learning and resources for effective teaching.

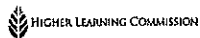
- Institution provides support services suited to the needs of its student populations.
- Provides for learning support AND preparatory instruction to address the academic needs of its students
- There is a process for directly entering students to courses and programs for which the students are adequately prepared.



Criterion 3

D. Continued

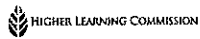
- The institution provides academic advising suited to its offerings and the needs of its students
- Provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technology, labs, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings)
- (No more 3E)



Criterion 4

A. Quality of academic offerings (program review, transcripts, transfer credit, etc.)

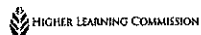
- Regular program reviews
- Evaluates all the credit it transcripts, including experiential learning
- Policies ensure the quality of the credit it accepts
- Maintains AND exercises authority over the prerequisites for courses, rigor of courses, expectation for student learning, access to resources, faculty qualifications for all programs including dual credit.



Criterion 4

A. Continued

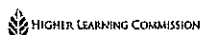
- Maintains specialized accreditation for its programs as appropriate to its educational purposes.
- Evaluates the success of its graduates.
- Ensures that the credentials it represents as preparation for advanced student or employment accomplish these purposes.
- The institution looks to indicators it deems appropriate to its mission.



Criterion 4

B. Institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students (curric and co-curric)

- Process for assessment student learning AND for achievement of learning goals in academic and co-curriculum offerings
- Uses this information to improve student learning
- Processes and methodologies used reflect good practice including the substantial participation of faculty, instructional and other relevant staff members.



Criterion 4

C. Institution pursues educational improvement through goals and strategies that improve retention, persistence, and completion rates

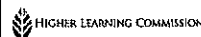
- Defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to the mission
- Collects and analyzes above data
- Uses this information to make improvements
- Processes and methodologies on above data reflect good practice



Criteria 5

A. Through its administrative structures and collaborative processes, the institution's leadership demonstrate that it effective and enables the institution to fulfill its mission.

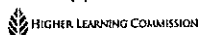
- Shared governance at the institution engages its internal constituencies
- Administration uses data to reach informed decisions in the best interest of the institution AND the constituents
- Administration ensures that faculty (if appropriate staff and students) are involved in setting academic requirements, policy and process through effective collaborative structures.



Criteria 5

B. Resources supports offerings and plans for maintaining and strengthening their quality in the future.

- Institution has qualified staff and trained operational staff and infrastructure sufficient to support wherever and however programs are delivered.
- The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.



Criterion 5

B (continued)

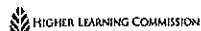
- The institution has a well-developed process in place for budgeting and for monitoring its finances
- The institution's fiscal allocations ensure that its educational purposes are achieved



Criterion 5

C. Institution engages in systematic and integrated planning and improvement (improvement is new, includes state support and economic conditions)

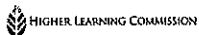
- The institution allocates its resources in alignment with its mission and priorities, including as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
- The institution links its processes for assessment of student learning, evaluation and operations, planning and budgeting.



Criterion 5

C (Continued)

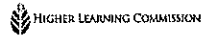
- The planning process encompasses the institution as a whole and considers the perspective of internal and external constituent groups
- The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment
- Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support



Criterion 5

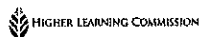
C (Continued)

- The institution implements its plans to systematically improve its operations and student outcomes



Federal Compliance

- Used to be required every 4 and 10 years for standard pathway. Now only at year 10.
- Federal compliance no longer includes about 75% of the items previously required. These checks will be done as part of the regular review within the criteria.
- Federal compliance reviewer is now part of the team and institution may communicate and provide materials through the liaison if necessary.

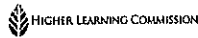


Federal Compliance

Federal Compliance Reviews are conducted as part of the following evaluations:

- Comprehensive evaluations for Reaffirmation of Accreditation, regardless of when they occur.
- Comprehensive evaluations for institutions applying for candidacy or initial accreditation.
- Sanction visits for Institutions on Probation (except if Probation is extended) and Show Cause.
- Advisory visits arising from questions of compliance with one or more federal requirements.

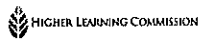
HLC may also require an institution to submit documentation related to one or more federal requirements, without an on-site evaluation necessarily occurring, under HLC's policy on Special Monitoring.



Federal Compliance

HLC will make the Federal Compliance documents available in the Assurance System six months before the institution's lock date. HLC recommends that institutions begin compiling the necessary documentation at that point.

When the institution's Assurance Filing is locked and released to the peer review team, a Federal Compliance reviewer evaluates the materials in advance of the visit and refers any issues to the on-ground team for further exploration and confirmation.



Federal Compliance

While conducting the visit, the peer review team determines whether the preliminary findings made by the Federal Compliance reviewer accurately represent the institution's compliance with all applicable requirements and requests additional documentation from the institution, if needed. If the team has concerns about the institution's compliance with federal requirements, they may recommend follow-up monitoring. This recommendation would go to an HLC decision-making body for review and final action.



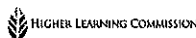
Federal Compliance

While conducting the visit, the peer review team determines whether the preliminary findings made by the Federal Compliance reviewer accurately represent the institution's compliance with all applicable requirements; requests additional documentation from the institution, if needed; and finalizes what is now to be the team's evaluation of the institution's Federal Compliance in the Assurance System. If necessary, the team adjusts the preliminary findings and rationale provided by the Federal Compliance reviewer and removes any specific instructions addressed directly to the peer review team by the Federal Compliance reviewer.



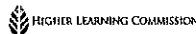
Federal Compliance

The team chair is responsible for finalizing the Federal Compliance report. It will be included automatically with the draft team report for review by the HLC staff liaison and for correction of errors of fact by the institution. The Federal Compliance report also will be included with the final team report when it is submitted in the Assurance System.



Federal Compliance

- ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION**
POLICY NUMBER FDCR.A.10.020
institutions should make sure that they have a policy or set of policies and procedures for assigning credit hours for all types of courses, disciplines, programs, credential levels, formats, regardless of modality.
- INSTITUTIONAL RECORDS OF STUDENT COMPLAINTS**
POLICY NUMBER FDCR.A.10.030
- PUBLICATION OF TRANSFER POLICIES**
POLICY NUMBER FDCR.A.10.040
- PRACTICES FOR VERIFICATION OF STUDENT IDENTITY**
POLICY NUMBER FDCR.A.10.050



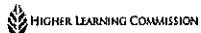
Federal Compliance

TITLE IV PROGRAM RESPONSIBILITIES
POLICY NUMBER FDCR.A.10.060

Explanation of This Requirement

The institution is expected to provide HLC with information regarding each of the following components:

- General Program Responsibilities
- Financial Responsibility Requirements
- Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures
- Student Right to Know/Equity in Athletics
- Satisfactory Academic Progress Policy



Federal Compliance

PUBLICATION OF STUDENT OUTCOME DATA
POLICY NUMBER FDCR.A.10.070
STANDING WITH STATE AND OTHER ACCREDITING AGENCIES
POLICY NUMBER FDCR.A.10.090



Questions?