Higher Learning Commission

Community Forum

February 14, 2018
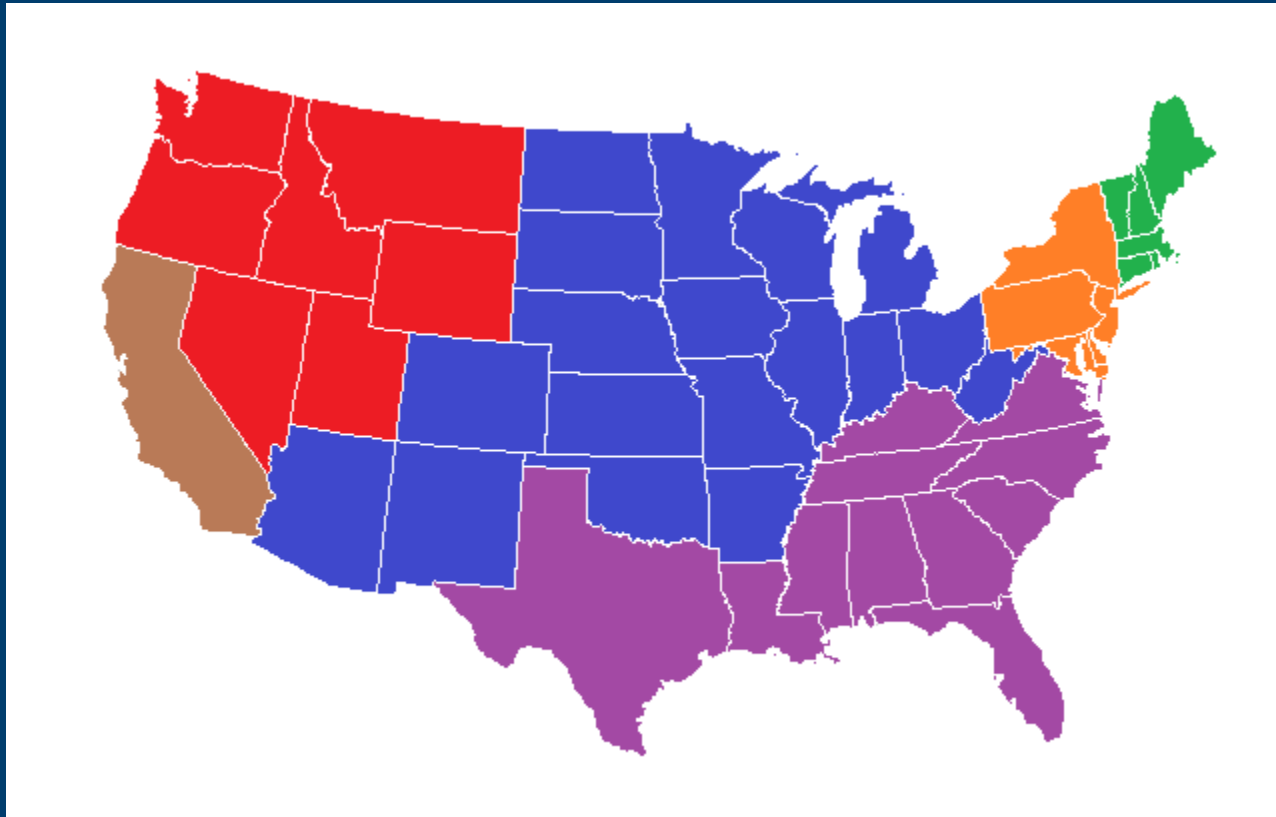
Welcome

Agenda

- Accreditation 101

- Higher Learning Commission
  - Criteria for Accreditation and other expectations
  - The Standard Pathway
  - Evidence and Findings

- JCU + HLC: Past, Present, and Future

Part 1:

ACCREDITATION 101

John Carroll
UNIVERSITY

Regional Accreditation

Accreditor
- Higher Learning Commission
- Middle States Commission on Higher Education
- New England Association of Schools and Colleges
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and Schools Commission on Colleges
- Western Association of Schools and Colleges

Other Types of Accreditation
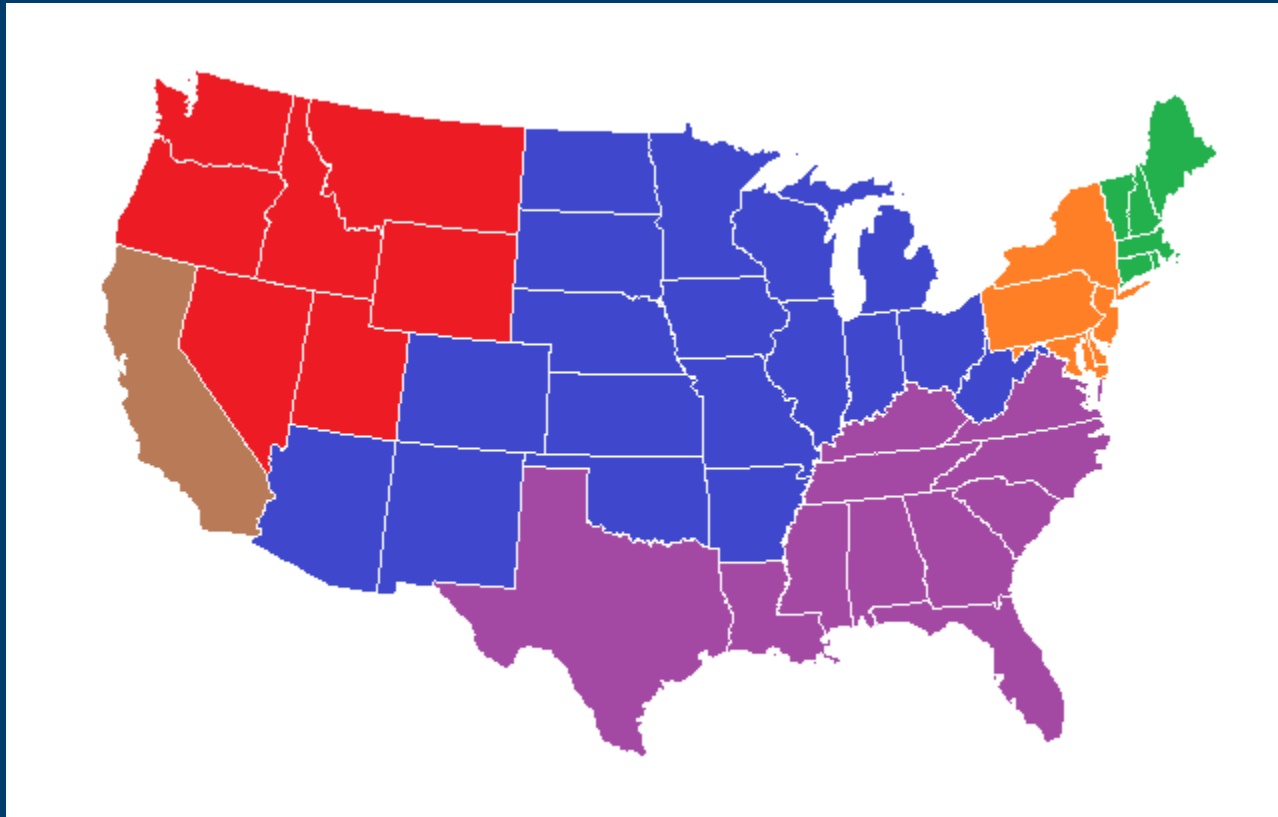
National (institutional)

Programmatic

Recognition

Regional (institutional)

Part 2:

HIGHER LEARNING COMMISSION

The Criteria

Criterion 1 Mission

Criterion 2 Integrity: Ethical and Responsible Conduct

Criterion 3 Teaching & Learning:

Quality, Resources, and Support

Criterion 4 Teaching & Learning:

Evaluation and Improvement

Criterion 5 Resources, Planning, & Institutional Effectiveness

Structure of the Criteria

Criterion Four. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Components

4.A. The institution demonstrates responsibility for the quality

The **Criterion** Itself

1. The institution maintains a practice of regular program reviews.

2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

3. The institution has policies that assure the quality of the credit it accepts in transfer.

Structure of the Criteria

Criterion Four. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it eva... student learning through processes designed to promo...

divided into **Core Components**

Core Components

4.A. The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.

2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

3. The institution has policies that assure the quality of the credit it accepts in transfer.

Structure of the Criteria

Criterion Four. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Components

4.A. The institution demonstrates responsibility for the quality of

divided into
subcomponents

1. The institution maintains a practice of regular program reviews.

2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

3. The institution has policies that assure the quality of the credit it accepts in transfer.

Other Guidelines

- Assumed Practices
- Federal Compliance Obligations
- Obligations of Commission Affiliation

Standard Pathway Process

- Periodic Comprehensive Evaluations (Year 4 and Year 10)
  - Institution
    - Assurance Argument and Evidence File
    - Federal Compliance Filing
  - Peer Review
    - Comprehensive Evaluation (includes visit)
  - HLC
    - Action on Comprehensive Evaluation and Reaffirmation (Year 10 only)

Other Pathways

- Open Pathway
  - No Year 4 visit
  - Quality Initiative Proposal (Years 5-9)
- Academic Quality Improvement Program
  - Eight-year cycle
  - Multiple simultaneous Action Projects
    - At least 3 per year, 1 focused on student learning
  - Portfolio, Appraisal, and Quality Review

Assurance Argument

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

There is no argument.

Sources

There are no sources.

HIGHER LEARNING COMMISSION

Evidence and Findings

- Developing a Finding
  - Analyze Evidence for Each Core Component
  - Assign *Met, Met with Concerns,* or *Not Met*

MET

- Team is able to demonstrate the institution is in compliance with the core component's expectations.

- Teams may take note of any opportunities for improvement, but these are not "concerns" if the institution
  - is aware of these opportunities,
  - may have identified them in their documents, and
  - has a reasonable plan or process to implement improvements.

MET WITH CONCERNS

- Team identifies an issue that must be improved in order to be in full compliance with the core component's expectations.

- Team may also express "concerns" when the institution
  – is not aware of the issues identified,
  – has no plans or processes to implement any improvements, or
  – may not possess the capacity or inclination to improve.

Interim monitoring always assigned.

NOT MET

- A team identifies a core component as not met when:
  - Unable to demonstrate the institution is in compliance with the core component's expectations, or
  - a systemic problem is identified.

Must recommend a sanction.
Related Assumed Practices will be noted.

Rubric

Core Components	Criterion	Recommendation
Any NOT MET	NOT MET	Probation or Withdrawal
Any MET WITH CONCERNS	MET WITH CONCERNS	*Monitoring* or Notice
All MET	MET	

Monitoring and Sanctions

- Monitoring
  - *concerns*
  - Interim Report(s) and possible Focused Visits
- On Notice
  - *at risk of being out of compliance*
  - placed on Standard Pathway
- Probation
  - *out of compliance*
  - removed from Pathway
- **Withdrawal**

Most Common Problems

- Higher Learning Commission internal study
  - October 2015: All 105 Open and Standard pathway team reports (11 Year 4 reports)
  - October 2016: All 127 team reports
    - 22 AQIP
    - 55 Open Pathway
    - 50 Standard Pathway (32 Year 4 Reports)

Most Common Problems

Percentage of Institutions with NOT MET or MET WITH CONCERNS

4B	Assessment	31.5%	(–)
5A	Resource Base	22.0%	(–)
4A	Program Quality	21.3%	(+)
5C	Planning	16.5%	(–)
3C	Faculty	11.0%	(–)
4C	Persistence and Completion	9.5%	(–)
5D	Institutional Effectiveness	7.1%	(–)

Additional Problems

Percentage of Institutions with NOT MET or MET WITH CONCERNS

3A	Appropriate Degree Programs	6.3%
5B	Governance	5.5%
2A	Integrity in Internal Function	5.5%

JCU + HLC: The Past

- Accredited since 1922

- 2014 Reaffirmation Visit
  - ultimately placed on notice for problems with
    - 3A (learning outcomes), 4A (academic program review), 4B (assessment)
    - 5B (collaborative governance), 5C (planning), 5D (institutional effectiveness)
    - 5A (supplemental endowment draws)

- 2016 Notice Report and Focused Visit
  - removed from notice
  - Interim Report (endowment draws) embedded in Year 4 Assurance Argument

JCU + HLC: Key Differences

- 2014: JCU and HLC transitioning from older model of critical self-study; focus on reaffirmation

- 2016: Report and visit only addressed areas of concern from 2014; assurance argument-style and evidence in our own format; focus on removal of sanction

- 2019: Report and visit addresses all criteria, core components, and subcomponents; assurance argument and evidence in HLC's system; no reaffirmation

JCU + HLC: The Present and Future

- Year 4 Comprehensive Evaluation
  - Assurance Argument and Evidence File (**January 12, 2019**)
  - Comprehensive Evaluation Visit (**February 11-12, 2019**)

JCU + HLC: The Present and Future

- Year 4 Committee
  - Dr. Nicholas Santilli and Dr. Michael Martin
    - Criterion 1: Dr. Edward Peck + Sr. Katherine Feely
    - Criterion 2: Dr. Jim Krukones + Colleen Treml
    - Criterion 3: Dr. Maryclaire Moroney + Dr. Elizabeth Stiles
    - Criterion 4: Dr. Robert Todd Bruce + Dr. Maria Marsilli
    - Criterion 5: Dr. Jerry Weinstein + Jennifer Dillon
    - Federal Compliance: Claudia Wenzel + Michelle Reynard

Timeline

- April 2017: Attended HLC workshop
- Summer 2017: Writing Team assembled
- Fall 2017: Kickoff Meeting & Search for Information
  - *criterion teams outlined narratives and began collecting evidence*
- Spring 2018: Campus Conversations & Community Forum
  - *narratives substantially drafted; evidence list complete*
- Summer 2018
  - *thorough review by steering committee, deans, and senior leadership*
- Fall 2018: Visit Preparation Meetings
  - *narratives and evidence completed and balanced; accuracy and completion verified by deans and senior leadership*

Instructions for Today

- Criterion 1   Mission
  - ROOM E116

- Criterion 2   Integrity, Board, Freedom, Policy
  - ROOM E120

- Criterion 3   Degrees, Core, Faculty/Staff, Support
  - ROOM E134

- Criterion 4   Program Review, Assessment, Retention
  - ROOM E138

- Criterion 5   Resources, Governance, Planning, Institutional Effectiveness
  - ROOM E130

Your Questions

sites.jcu.edu/accreditation