

Accreditation 101

Assessment Mini-Conference

Opening Session

May 2015

Accreditation

Regional

National

Institutional

Program

Roadmap

- The Normal HLC Process
 - The Criteria for Accreditation
 - The Institution's Task
 - The Commission's Response
 - Variations
- JCU's Situation

The Criteria

Criterion One—Mission

Criterion Two—Integrity: Ethical and
Responsible Conduct

Criterion Three—Teaching and Learning: Quality,
Resources, and Support

Criterion Four—Teaching and Learning:
Evaluation and Improvement

Criterion Five—Resources, Planning, and
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 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.

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)

Assurance Argument

1.A - Core Component 1.A

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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.



Evidence and Findings

- Types of Evidence
 - Clear Evidence
 - Corroborating Evidence
 - Circumstantial Evidence
- Developing a Finding
 - Analyze Data for Core Components
 - Assign *Met, Met with Concerns, or Not Met*
 - Based on Evidence
 - Core Components -> Criteria -> Overall

Evidence and Findings

- *All Met*
 - Continued Accreditation
- *Some Met with Concerns (not grave)*
 - Continued Accreditation with monitoring
- *Some Met with Concerns (grave/at risk)*
 - Notice
- *Any Not Met*
 - Probation (or withdrawn)

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

JCU's Situation

On Notice

- Public Disclosure Notice, Action Letter
- 3A (learning outcomes)
- 4A (academic program review)
- 4B (assessment of student learning)
- 5B (leadership and collaboration)
- 5C (systematic and integrated planning)

JCU's Next Steps

- Notice Report (July 1, 2016)
- Focused Visit (September 2016)
- Commission Review (February 2017)
- Year 4 Comprehensive Evaluation (2018-2019)
- Next Reaffirmation (2024-2025)