

Higher Learning Commission 4th Year Comprehensive Evaluation Preparing for the Campus Visit

February 11, 2019 (all day)
February 12, 2019 (morning)



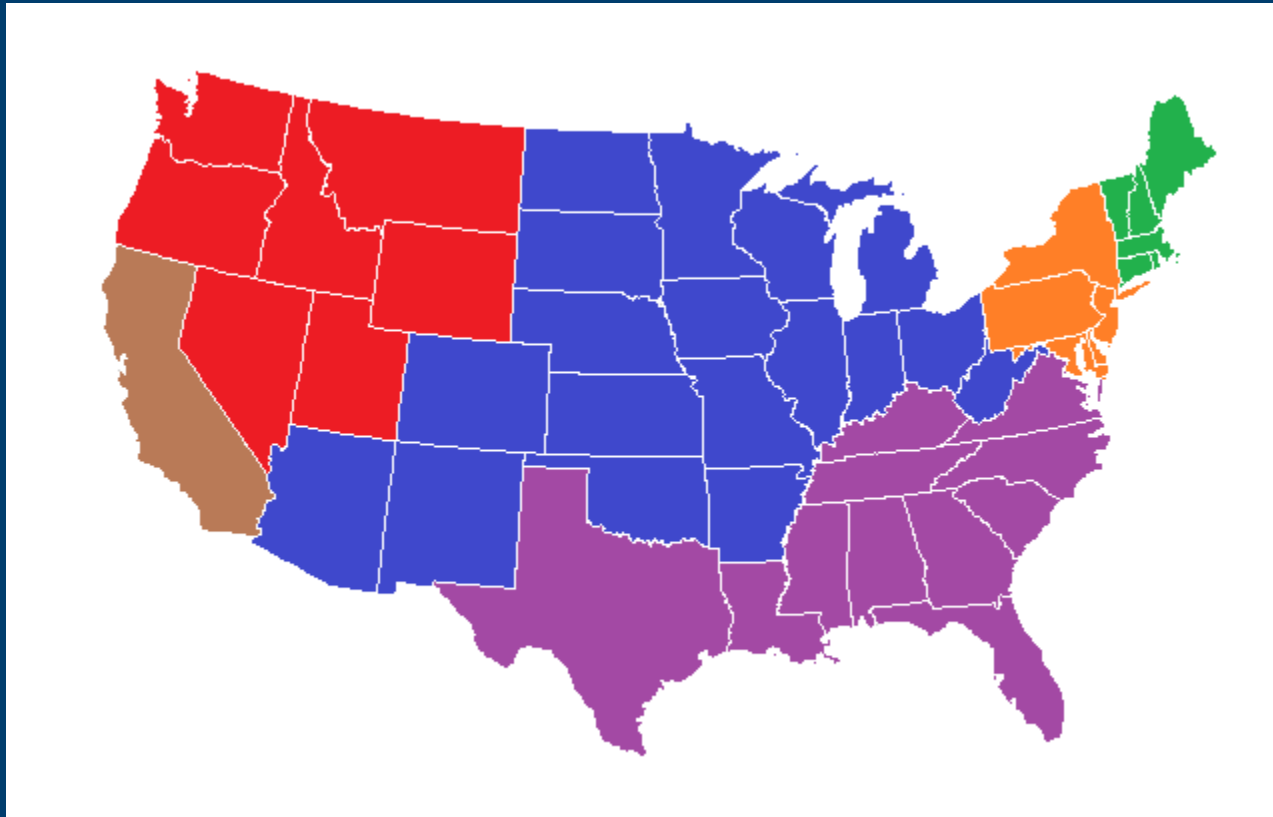
Agenda

- Higher Learning Commission
 - Criteria for Accreditation
 - The Standard Pathway
 - Our Documents
 - Visit and Team Members
 - Possible Outcomes and Timeline
- Advice for Meeting with the Visit Team

Part 1:

HIGHER LEARNING COMMISSION

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

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 evaluates student learning through processes designed to promote continuous improvement.

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.

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)



Introduction


[Edit](#)


John Carroll University officially opened its doors in 1886, making it the 19th of the 28 colleges and universities founded to date by the Society of Jesus in the U.S. Currently serving 3,000 undergraduates and 500 graduate students, JCU embraces its mission as a Jesuit and Catholic institution that "inspires individuals to excel in learning, leadership, and service to the region and the world." An undergraduate core curriculum, thoroughly revised and launched in 2015, takes an integrative approach to learning while emphasizing foundational competencies and essential principles of Ignatian pedagogy. Degree programs are offered in nearly 60 major fields in the humanities, social sciences, natural sciences, and business at the undergraduate level, and in selected areas at the master's level. John Carroll's business school holds dual accreditation in business and accounting from the Association to Advance Collegiate Schools of Business (AACSB), a distinction held by only 5% of business programs around the world. Undergraduates and graduate students alike benefit from faculty-mentored research and internship opportunities that range from the Cleveland Clinic to NBC's *Meet the Press*. Every year John Carroll students contribute over 130,000 hours of service to the community, and the University has been nationally recognized for its service-learning courses. Several "Signature Scholarship Programs" recruit and support outstanding students for academic achievement and/or community involvement. The 2019 "Best Colleges" edition of *U.S. News and World Report* ranked John Carroll #4 among Best Regional Universities in the Midwest, representing the 30th consecutive year JCU has appeared among the Top 10 occupants of that category.



In 2015 John Carroll was put on notice by the Higher Learning Commission. The quality of a JCU education was never in question, but the University had fallen out of step with respect to best practices in certain aspects of its internal operations. Eighteen months later, the University submitted a Notice Report detailing the measures it had taken to correct the concerns identified by the HLC. The Afterword to the report opened with these words: "John Carroll has changed." Indeed it has. The "notice" designation had been a bitter pill to swallow, but the University took a hard look at itself, recognized the need to change, and moved ahead with needed reforms in crucial areas. Notably, it developed a thorough-going culture of assessment that brought every aspect of the student experience—down to the level of individual courses—into alignment with the University's newly articulated learning goals of intellect, character, leadership and service. A coordinated and comprehensive planning process created a central role for budgetary considerations. University governance was streamlined; an overarching committee system clarified chains of command while paving avenues of collaboration. Finally, the institution's endowment and finances were placed under tighter stewardship.

4.A - Core Component 4.A

 Edit (Check Out)

 Export/Print ▼

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.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

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

The University ensures educational program quality through the process of [Academic Program Review](#) (APR), which allows programs to examine critically all components of their operations with a specific focus on student learning and other aspects of academic program quality. Programs that conduct an APR include each department and interdisciplinary major in the College of Arts and Sciences, each major in the Boler College of Business, and the University's Signature Programs--Leadership, the Honors Program, and Arrupe Scholars. Departmental APRs must include all majors, minors, and concentrations, both graduate and undergraduate, offered by the department.

Each academic unit conducts an APR once in each [six-year cycle](#). The first APR [cycle](#) concluded just prior to the 2016 Focused Visit, and the schedule for the [next cycle](#) is posted on the APR website. New programs or majors participate in APR during the six-year cycle following the one in which they are launched, i.e., new programs are usually reviewed for the first time approximately five years after their creation.

Following an [orientation session](#), designated faculty members gather [materials and data](#) about their program in order to write the [Self-Study Report](#). This document, endorsed upon completion by the entire department, provides an opportunity to explore the dynamics of the program, identify strengths and weaknesses, and envision future changes to improve student learning and program functioning. The APR is sent to the members of the external [Review Team](#), which includes one or two faculty members from other institutions who have expertise in the program of study and one optional faculty member who is from the University but is not part of the program. The members of the Review Team review the Self-Study Report before coming to campus and then spend time on campus meeting with faculty, staff, and students and touring the facilities. The members of the Review Team work together to identify strengths and weaknesses, answer questions posed by faculty and administrators, and make recommendations for improvement.

Sources

- [107-Post-Graduate Volunteer Work](#)
- [108-Accreditors and Institutional Memberships](#)
- [10-APR Follow-Up AARs](#)
- [110-DataDirect - General](#)
- [111-Accredited Provider Details-CAEP](#)
- [112-Directory-CACREP](#)
- [11-Data Science Proposal](#)
- [120-APR Visit Reports](#)
- [135-ActuarialScienceProposal](#)
- [136-Content-Area-Program-in-Mathematics-for-CCP-Teachers](#)
- [14-AP_IB_and CCP](#)
- [15-Internship Credit](#)
- [16-Course-Equivalency-Table-as-of-9.27.18](#)
- [17-Transfer evaluation](#)
- [18-Services and Forms – Office of the Registrar](#)
- [1-Academic-Program-Review-Information-Guide](#)
- [2018-2020-GRADUATE-BULLETIN-002-1](#)
- [2018-2020-GRADUATE-BULLETIN-002-1 \(Page 15\)](#)
- [2018-2020-GRADUATE-BULLETIN-002-1 \(Page 107\)](#)
- [2018-2020-GRADUATE-BULLETIN-002-1 \(Page 120\)](#)
- [20-Registration](#)
- [21-Registration Policies – Office of the Registrar](#)
- [24-DESP email trail on new course development](#)
- [25-Peer Classroom Observation](#)
- [26-DESP on academic rigor-adjunct meetings](#)



FORM

Federal Compliance Filing by Institutions

Effective September 1, 2018 – August 31, 2019

This document outlines the information institutions should provide as part of their comprehensive evaluation. Institutions should answer the questions below and provide supporting documentation where necessary. A list of required and optional appendixes is provided at the end of the document. Please keep answers brief and succinct, and only provide information in the appendixes that is specifically requested.

The institution should refer to the [Federal Compliance Overview](#) in completing this form. The overview document identifies applicable HLC policies and provides an explanation of each requirement.

Note that some federal requirements are related to the Criteria for Accreditation or Assumed Practices. This document identifies those related Criteria and Assumed Practices so that the institution may cross-reference any material it prepares to address them. The document also provides cross-references to the Code of Federal Regulations; while these cross-references will provide context for HLC's requirements, it is important that institutions write to HLC's requirements and not to the federal regulations cited.

Submission Instructions

This form and all appendixes should be uploaded as a single PDF file in the Forms section of the Assurance System no later than the institution's lock date, unless otherwise noted. The PDF file should include section headings and bookmarks, with titles, for navigation.

Institution name: **John Carroll University**

Main contact in the financial aid office: **Claudia Wenzel**

Number of staff members in the financial aid office: **10**

Identify when the last U.S. Department of Education training for the staff of the financial aid office occurred: **Members of the Awarding and Compliance staff participate in the web-delivered FSA training yearly. The last FSA training was offered in December 2018. Additionally all members of the staff participate in state, regional and national training opportunities which provide federal updates from Department of Education trainers**

John Carroll University Federal Compliance Filing Table of Contents

Federal Compliance Filing

Appendices

Assignment of Credits, Program Length and Tuition

[Appendix A](#) [Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours](#)

[Supplement A1](#) [Overview of the Pattern of Instructional Hours Required for Credit Hour](#)

[Supplement A2](#) [Credit Hour Policy and Definitions](#)

[Supplement B1-1](#) [Undergraduate Bulletin \(available as separate file in Assurance System\)](#)

[Supplement B1-2](#) [Graduate Bulletin \(available as separate file in Assurance System\)](#)

[Supplement B2](#) [List of Non-Standard/Compressed Courses](#)

[Supplement B3](#) [URLs for Course Schedules](#)

Institutional Records of Student Complaints

[Appendix B](#) [Institutional complaint policy and procedure, and web address](#)

[Appendix C](#) [Complaints received since last comprehensive evaluation and their resolutions](#)

Publication of Transfer Policies

[Appendix D](#) [Published transfer policies](#)

[Appendix E](#) [List of articulation agreements, and web address](#)

[Appendix F](#) [Evidence that decisions regarding transfer align with disclosed policy](#)

Practices for Verification of Student Identity

[Appendix G](#) [Disclosures of additional costs related to verification, and web address](#)

Title IV Program Responsibilities

[Appendix H](#) [Most recent program review or other inspection or audit reports since last comprehensive evaluation](#)

[Appendix I](#) [Correspondence with the Department and other documents explaining the institution's general program responsibilities](#)

[Appendix J](#) [Correspondence with the Department and other documents explaining the institution's actions in response to concerns regarding its financial responsibility requirements](#)

[Appendix K](#) [Correspondence with the Department related to default rates and any required default rate management plan](#)

[Appendix L](#) [Samples of loan agreements and disclosure information](#)

[Appendix M](#) [Disclosures to students about campus crime information, athletic participation and financial aid, and web address](#)

[Appendix N](#) [Disclosures to students required by student right to knowledge in athletics responsibilities, and web address](#)

[Appendix O](#) [Disclosures to students about satisfactory academic progress and attendance policies, and web address](#)

[Appendix P](#) [List of contractual relationships](#)

[Appendix Q](#) [List of consorcial relationships](#)

Required Information for Students and the Public

[Appendix R](#) [Course catalogs and student handbooks \(available as separate files in the Assurance System\)](#)

[Course catalogs available as Supplement B1-1 and B1-2; student handbook available as Appendix R](#)

[Appendix S](#) [Policies and procedures to ensure required information is accurate, timely and appropriate](#)

Advertising and Recruitment Materials and Other Public Information

[Appendix T](#) [Advertising and recruiting materials](#)

[Appendix U](#) [Policies and procedures to ensure advertising and recruiting information is accurate, timely and appropriate](#)

Review of Student Outcome Data

[Appendix V](#) [Types of student outcome data available to the institution \(not included\)](#)

Standing With State and Other Accrediting Agencies

[Appendix W](#) [Comprehensive evaluation reports and action letters from and interim monitoring prepared for institutional and specialized accrediting agencies](#)

[Appendix X](#) [Sample disclosures of institution's standing with state agencies and accrediting bodies, and web address](#)

Public Notification of Opportunity to Comment

[Appendix Y](#) [Notices of opportunity to comment](#)

For your review

- Team Drives > JCU Faculty and Staff > HLC Materials 2019
 - Introduction
 - Assurance Argument (narrative and evidence listing only)
 - links DO NOT work
 - also an outline
 - Federal Compliance Form
 - Supplement B1-1, Supplement B1-2, Appendix R, Appendices W1 through W4
 - Visit Schedule (when available)



The Team Members



- Dr. Elizabeth Tobin (chair)
 - Provost and Dean Emerita of the College (Illinois College), formerly at Bates College
 - History (PhD, Princeton, 1984; BA Swarthmore)
 - *Administration, assessment, first-year experience, gen ed, faculty eval/development, governance*
 - AACU, ACAD, CIC, AHA
- Dr. Albert C. Sears
 - Professor of English (Silver Lake College); formerly at Berkshire Community College
 - English (PhD, Lehigh, 2001; MA Sonoma St., BA Dominican San Rafael)
 - *Assessment, IE, IR, governance, gen ed, program/curriculum design*
 - MLA, NCTE



The Team Members



- Mr. Martin Hanifin
 - VP for Finance and Administration (Olivet College); formerly Paul Smith's College, U of OR, CO St Univ-Pueblo, U of WI-Eau Claire
 - MPA, U of OK, 2007; JD, UVA; MA and BA in Government, UVA
 - *Budget/finance, Board, facilities, safety*
- Dr. Caroline Lovelace Petr
 - VP for Student Affairs & Dean of Students (Doane University);
 - Ed Admin (PhD, U of NE-Lincoln, 2009; MS Student Affairs Admin, U of NE-Lincoln; BA, English, Berry College)
 - *student affairs, conduct, housing, health, diversity, enrollment, retention*
 - NASPA

The Visit

- *“Consult on institutional improvement”*
- Determine the extent to which we fulfil the Criteria
- 1½ days on campus; arrive at hotel on Sunday; work at hotel and depart noon on Wednesday
- They cover their own expenses, are reimbursed by HLC, who bill us
- No off-campus contact; no gifts, incentives, or compensation

The Visit

- Schedule set by team chair and ALO 1 or 2 weeks before visit
- Begin and end first day with President
- Monday Lunch with Board members
- 3 Open Sessions (Criteria 1&2; Criteria 3&4; Criterion 5)
- Optional Exit Session; however, THEY CANNOT DISCLOSE PRELIMINARY FINDINGS

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	<i>Monitoring</i> 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

Post-Visit Timeline

- 2 – 4 Weeks: Visit Team drafts report
- JCU reviews for Errors of Fact
- JCU may submit a Response
- All materials submitted to Institutional Actions Council for review
 - (next three meetings are March 4; March 18; April 15)

Big Picture

- The University is a substantially different place than it was in 2014 when we were placed on Notice.
- We have continued to move forward since the 2016 Notice Visit.

General Advice

- The visit team is confirming our compliance with the Criteria, not looking for perfection
- The visit can have serious consequences for all of us.
 - Consider the progress we have made since 2014
 - Acknowledge your own point of view and its limits
 - Be brief (the Visit Team's time is limited)
 - Allow others to speak
- No need for modesty
- Not the time to “grind axes”

Be honest

Specific Details for POLICY GROUPS

- **Central to 2A, 5B, and 5D**
 - 2A: UCEP and UCAdP as initiatives to foster integrity of policies; Copyright Policy, integrity in personnel
 - 5B: UCEP and UCAdP key to new governance structure, representation, and solicitation of community input
 - 5D: key example of changes based on data
- **Mentioned in 1C, 2E, 5A, and 5D**
 - 1C: policies that reflect diversity
 - 2E: policies on academic integrity
 - 5A: Space Policy and FP Space Committee mentioned in conversation about infrastructure
 - 5D: Great Colleges and Data Governance, AdPR Results

Your Questions?