

# Accreditation 2018

Purpose, Product, and Process

# Purpose

- The purpose of accreditation is to assure that an institution is meeting basic standards and meeting its stated mission.
- The federal government has a distinct interest in the role of accreditation in assuring quality in higher education for the students who benefit from federal financial aid programs.



## HIGHER LEARNING COMMISSION

- ❑ The Higher Learning Commission (HLC) is an independent corporation that was founded in 1895 as one of six regional institutional accreditors in the United States
- ❑ Formerly North Central Association, which has been dissolved
- ❑ The Criteria for Accreditation are the standards of quality by which the Commission determines whether an institution merits accreditation or reaffirmation of accreditation

# HLC Criteria

Criterion 1. Mission

Criterion 2. Integrity: Ethical and Responsible Conduct

Criterion 3. Teaching and Learning: Quality, Resources, and Support

Criterion 4. Teaching and Learning: Evaluation and Improvement

Criterion 5. Resources, Planning, and Institutional Effectiveness

# Federal Compliance

- ❑ As a federally recognized accrediting agency, HLC is required to assure that an institution is meeting their Title IV program responsibilities as well as complying with the expectations of specific regulations accreditors must enforce as a part of their recognition by the U.S. Department of Education
- ❑ Compliance with these requirements by both institutions and HLC is necessary to ensure that institutions accredited by the HLC are eligible for federal financial aid
- ❑ Compliance is not the same as meeting the accreditation criteria
- ❑ We will file our federal compliance at the time of our reaccreditation

# Pathways

- ❑ The **Open Pathway** is one of three options institutions have for maintaining their accreditation with HLC.
- ❑ It follows a 10-year cycle and, like all pathways, is focused on quality assurance and institutional improvement.
- ❑ The Open Pathway is unique in that its improvement component, the Quality Initiative, affords institutions the opportunity to pursue improvement projects that meet their current needs and aspirations.

# Open Pathway 10-Year Cycle

Years 1–3	Prepare Assurance Filing
Year 4	Assurance Review
Years 5–7	Quality Initiative Proposal
Years 7–9	Quality Initiative Report
Year 10	Comprehensive Evaluation

# Comprehensive Evaluation

- ❑ Institutions submit comprehensive evaluation materials
- ❑ Peer Reviewers conduct comprehensive evaluation (with visit)
- ❑ HLC takes action on comprehensive evaluation and Reaffirmation of Accreditation



# Assurance Argument

- ❑ The Assurance Argument replaces the self-study of previous accreditation reviews
- ❑ HLC's Assurance System is a web-based technology that institutions use to prepare their Assurance Filing and peer reviewers use to conduct the review and write their analysis and recommendation
- ❑ CSB and SJU have a team working on Assurance Argument



# Assurance Argument

→ Where we have come

◆ Faculty and staff were invited by the Presidents to be on the HLC team in August, 2014

- Carie Braun
- Shane Miller
- Greg Schroeder
- Ben Stommes
- Barb May
- Richard Ice
- Cindy Malone
- Jon McGee
- Dick Adamson
- Sue Palmer
- Mary Geller
- Doug Mullin
- Kathryn Enke
- Patti Epsky



# Assurance Argument

- Primary (Secondary) Responsibility for each criterion was assigned:
  - ◆ C1 - McGee
  - ◆ C2 - Enke/Epsky
  - ◆ C3 - Braun (Ice, Malone)
  - ◆ C4 - May (Mullin/Geller/Schroeder)
  - ◆ C5 - Stommes (Palmer/Adamson)
- Writing workshops were held several times for the team members
- Team members attended HLC workshops in the past two years
- Team members have engaged other areas of campus as needed to write the 5 criterion



# Assurance Argument

→ Where we are right now (timeline)

- ◆ September 1 final draft due (for Steering Committee)
- ◆ PDF distributed to community probably via sharepoint (early October)
- ◆ Fall semester: faculty review of argument and response
- ◆ November 13 and 14 - open forums
- ◆ February 20 and 22 - forums on how to prepare for the site visit
- ◆ February 19 - lock date for assurance argument

# Timeline





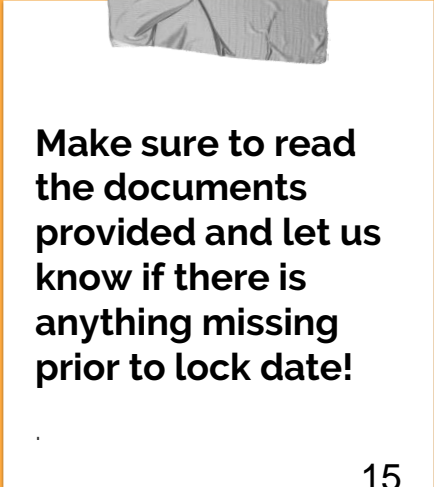
# Assurance Argument

What to expect this year

- What we want to know from draft assurance argument
  - ◆ Have we missed any evidence from your area that would support the argument?
  - ◆ Is something we have stated incorrect?
- Final evidence and argumentation in preparing the final assurance document
  - ◆ Things we will need: CVs-update now and upload as PDF, syllabi, faculty governance committee meeting minutes send to collecting point

# From lock date to site visit

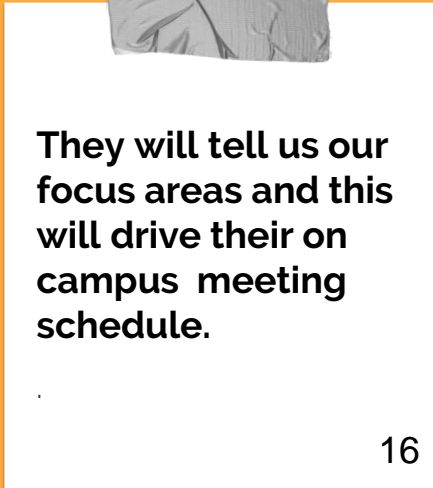
Once we lock our assurance argument, the document is accessible to the reviewers



**Make sure to read the documents provided and let us know if there is anything missing prior to lock date!**

# From lock date to site visit

Reviewers meet by phone 3 times to determine sufficiency of evidence and to identify “focus areas”




**They will tell us our focus areas and this will drive their on campus meeting schedule.**



# From lock date to site visit

The site visit is short and will be March 19 - 21.  
The chair of the review team will arrange the  
schedule with academic affairs



**They will tell us our  
focus areas and this  
will drive their on  
campus meeting  
schedule.**

# Site Visit Sample

## Morning, Day One

Time	HLC Visiting Team		
8:00-8:15	Meeting with the President (Braun)		
8:15-9:15	Breakfast with Board of Trustees and Corporate Board (all team members)		
9:45-10:30	Tour of the Campus/Facilities Review-orientation to campus (all team members)		
10:30-11:15	Meeting with CAO, CFO, CSAO, other senior leaders (all team members)		
11:15-12:00	Interview on Enrollment/ Retention with VP Enrollment (Smith)	Interview on Assessment with VP Academics (Woodworth)	Interview on Strategic Plan/Development with VPs Finance and Advancement (Gage, Braun)
12:00-12:50	Lunch Meeting on Enrollment/Retention with students (Smith/Gage)	Lunch Meeting on Assessment with Institutional Research and Assessment (Woodworth)	Human Resources/Faculty/Staff Qualifications with VP Academics (Braun)

# Site Visit Sample

Afternoon, Day One			
1:00-1:30	<b>Open Time-Team Meeting</b> (Braun, Gage, Smith, Woodworth)		
1:30-2:30	<b>Open Forum Discussion: Criteria One and Two</b> Request presence of campus ministry, executive director of mission, IRB, faculty, students, staff (Braun/Gage)	<b>Interviews on Assessment</b> with faculty committees responsible for assessment (Woodworth)	<b>Open</b> (Smith)
2:30- 3:45	<b>Open Forum Discussion: Criterion Five and Future Priorities</b> (Gage, Braun)	<b>Distance Learning Review/Virtual PC</b> with Director of Technology and Integrationist (Smith)	<b>Open</b> (Woodworth)
3:45-4:30	<b>Federal Compliance Follow Up</b> with business office, financial aid, registrar (Braun)	<b>Open Forum Discussion: Criteria Three and Four</b> Request presence of students, faculty, career services, student success, learning center, library, co-curricular programs (Woodworth/Smith)	<b>Open</b> (Gage)
4:30-5:15	<b>Open</b> (Braun)		<b>Interview on Strategic Planning/Development</b> (Gage)

# Site Visit Sample

<b>Morning, Day Two</b>			
8:30-9:30	<b>Final Interviews on Enrollment/Retention (Smith)</b>	<b>Final Interviews on Assessment (Woodworth, Braun)</b>	<b>Final Interviews on Strategic Plan/Development (Gage)</b>
9:30-10:30	<b>Final Interviews on Enrollment/Retention (Smith, Braun)</b>	<b>Final Interviews on Assessment (Woodworth)</b>	<b>Final Interviews on Strategic Plan/Development (Gage)</b>
10:30-11:30	<b>Drop-in Session: Continued Discussion from Open Forums (all team members)</b>		
11:30-11:45	<b>Exit Meeting with President (Braun)</b>		
<b>Visit Ends. Team begins deliberations and writing.</b>			

# Quality Initiative

Primary Research Question: How do the institutions promote or inhibit healthy gender development for our students?

Design: Six independent projects involving faculty, staff and students

# Quality Initiative: Projects

- Putnam: Student critical analyses of articles and website content published by the schools
- Mukherjee & Bolanos: Assessment of student learning and satisfaction in single-gender FYS
- Geller & Mullin: Development of an admissions policy for transgender students

# Quality Initiative: Projects

- Miller: An analysis of men's reasons for studying abroad, or not studying abroad.
- Enke: An analysis of the way that Title IX and sexual misconduct issues reflect a gendered campus environment
- Daughters: A comparison of stated values associated with gender, and the actual experiences of students.

# Quality Initiative: Findings

- Development of a new transgender admissions policy
- Need to expand basic sexual health education
- Need to further develop a sexual misconduct policy
- Steps to increase men's involvement in study abroad
- Expanding and directing opportunities for single-gender FYS classes
- Need to find ways to improve students attitudes about gender stereotypes and heteronormativity





Questions??