

HLC Information for UCC, May 5, 2017

Purpose:

- To increase awareness of frequently cited accreditation items
- To provide a sample structure to guide governance committee continuous improvement efforts and documentation
- To offer ongoing support to governance committees for their support of accreditation contributions

Frequently Cited Accreditation Items. The following items are some of the Core Components and Subcomponents that were most commonly cited in the past year's institution reviews as "met with concerns" or "not met." All Core Components relate to numerous functions and units across campus, and in some instances may include governance committees. This partial list is provided for governance to get a sense of how committee work may contribute to the campus's ongoing accreditation efforts. (Criterion and Core Component / Subcomponent presented)

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

3. The institution uses the information gained from assessment to improve student learning.

5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

4. The institution's staff in all areas are appropriately qualified and trained.

5.C. The institution engages in systematic and integrated planning.

2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

5.D. The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.

2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Sample Work Structure. Because governance committee work contributes to the campus's ongoing accreditation efforts, certain processes can facilitate the extent to which any group develops and documents evidence of performance (see 5.D.1. above) and learns from its experience and applies the learning to improve (see 5.D.2. above). Although this sample structure may not work in all instances, the format provides a mechanism for planning, implementing, and evaluating activities as well as documenting the work. Note that when an activity is accomplished, evaluation should occur to determine the extent to which the activity was successful and how it could be improved. If improvements are identified, then new plans are developed and implemented – and evaluated – and the cycle continues.

Framework: Identify action or policy, related process(es), the manner in which the action/policy was evaluated (e.g., “baseline” data), and evidence that continuous improvement occurred (e.g., new plans, “post-test” data)

Example: the Assessment Subcommittee and its Assessment of Student Learning Work

Action/Policy	Process(es)	Evaluation	Continuous Improvement
Campus Assessment of Student Learning Guidelines (posted online)	Annual Reports of Academic and Co-Curricular Program Assessment (in Compliance Assist) Program Assessment Liaison (PAL) Peer Review (rubric forms) Review of Campus Assessment Practices (report, 2016-17)	Campus Learning Outcome Analysis and Evaluation (annual report) PAL Peer Review Analysis and Evaluation (annual report) All Annual Assessment Reports and PAL Reviews, Surveys, Audits of Web Sites and Syllabi (report)	Campus SLO Reports with Recommendations for Programs, Units, and Campus PAL Peer Review Report with Recommendations for Action and/or Process for Programs, Units, and Campus Regular Reviews of Campus Assessment Practices <i>(evidence could include documentation such as reports or meeting minutes of changes made, evaluation of the changes, and recommendations for future)</i>

Ongoing Support. The new format of HLC review reports, called Assurance Arguments, requires sufficient evidence that the institution does what it claims to do, and reports are now provided during the 4th and 10th years of the 10-year review cycle. Some of this evidence comes from governance committees that have been and will be called upon during the next few months to provide documentation for our 10th-year report (peer team visit April 16-17, 2018). By being more intentional in documenting the work we do, we can ensure we have the appropriate evidence on an ongoing basis to demonstrate how we meet the Criteria and Core Components.

An added benefit for governance groups is that the type of structure shown above can help to coordinate continuity and communication from year to year as membership transitions. Support for this type of structure is reciprocal – committees are a source of evidence for the HLC report, and the campus Accreditation Liaison Officer (ALO) can assist the committees in aligning work/documentation in this type of framework.

The full set of HLC Criteria, Core Components, and Subcomponents is available online at:

<http://policy.hlcommission.org/Policies/criteria-for-accreditation.html>