


The New Criteria for Accreditation: Spring 2013 PEAQ Visits



The Higher Learning Commission
A Commission of the North Central Association


Criteria for Accreditation

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Assuring Quality in Higher Education

Spring 2012


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Background

- ▮ Natural, five-year review of current Criteria
- ▮ Developed through two-year iterative process of conversations with institutions, external groups, peer reviewers
- ▮ Implementation concurrent with Pathways accrediting model


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Elements

- ▮ Guiding Values (*understandings and intentions underlying Criteria*)
- ▮ Criteria for Accreditation
- ▮ Core Components

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Related Elements

- ▮ Assumed Practices (*unlikely to vary by mission, matters of fact rather than judgment—replace minimum expectations*)
- ▮ Obligations of Affiliation and Policies (*the meaning of membership*)
- ▮ Federal Requirements

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Obligations of Affiliation

- ▲ **Thirteen expectations of good membership**
- ▲ **Not focused on institutional or educational quality**
- ▲ **Commitments held as a membership organization--between institutions and the Commission**
- ▲ **Evaluated and applied only if necessary**

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Relationship & Evaluation

- ▲ **Criteria (*broad statements*)**
-must be explicitly addressed
- ▲ **Core Components (*specific areas of focus, define criterion*)** - must be explicitly addressed
- ▲ **Subcomponents (*not comprehensive*)**
-must be explicitly addressed
- ▲ **Assumed Practices**
-addressed only if relevant and only within a Core Component

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Relationship & Evaluation

- ▲ **Criteria evaluated through all Core Components**
- ▲ **Both Criteria and Core Components noted as follows:**
 - ✧ **Met**
 - *Meets or exceeds without concerns*
 - *Meets with concerns*
 - ✧ **Not Met**

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Relationship & Evaluation

- ▲ **Subcomponents integrated into the review of Core Components**
-Not noted as Met or Not Met

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Relationship & Evaluation

▲ **Assumed Practices:**

Addressed when Required by

- ✧ Change of Control, Structure, Organization
- ✧ Removal from Sanction or Show-Cause
- ✧ Candidacy, Initial Accreditation

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Relationship & Evaluation

▲ **Federal Requirements**

(addressed and evaluated via Federal Compliance Program)

▲ **Obligations of Affiliation**

(related to membership; reviewed when issues arise)

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1. Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

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2. Integrity: Ethical & Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

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

The institution provides high quality education, wherever and however its offerings are delivered.


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**4. 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.


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**5. Resources, Planning, and
Institutional Effectiveness**

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

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Timeline and Transition

- ▲ Final version adopted by Board of Trustees February 24, 2012
- ▲ Revised Criteria effective:
 - **September 1, 2012** for non-affiliated and candidate institutions and for Change of Control
 - **January 1, 2013** for accredited institutions

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Timeline and Transition

- ▲ Accredited institutions with **2012-2013** PEAQ comprehensive visits:
 - **Fall 2012** Comprehensive visits use current Criteria
 - **Spring 2013** Comprehensive visits use new Criteria
- ▲ Institutions with **Fall 2012** AQIP Systems Appraisals use the new Criteria

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Crosswalk Available

Useful only for institutions undergoing a PEAQ Comprehensive Evaluation in Spring 2013 that have created a self-study using the current criteria.

Expires June 2013!

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Steps to use Crosswalk

- ✓ Complete the self-study process and report in relationship to the current Criteria.
- ✓ Use the criterion chart to identify the areas that provide the argument for and identify the evidence that addresses specific Core Components and Sub-components in the revised Criteria.

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Steps to use Crosswalk

- ✓ Address any gaps in the argument or evidence for the new Criteria.
- ✓ Create a written crosswalk from the current to the revised Criteria and **submit it with the Self-Study Report as an addendum.**

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Crosswalk

Crosswalk between the New Criteria for Accreditation and the Current Criteria

| Current Criteria for Accreditation (effective through December 31, 2020) | |
|--|--|
| <p>Revised Criteria for Accreditation</p> <p>(Effective January 1, 2013 for member institutions, September 1, 2012 for non-affiliate and candidate institutions)</p> | |
| <p>Criterion One: Mission and Integrity</p> <p>The institution's mission is clear and articulated publicly; it guides the institution's operations.</p> <p>Criterion Two: Integrity, Ethical and Responsible Conduct</p> <p>The institution acts with integrity, is honest, ethical and responsible.</p> <p>Criterion Three: Teaching and Learning Quality, Improvement, and Support</p> <p>The institution provides high quality education, advances and enhances its offerings and delivers.</p> <p>Criterion Four: Teaching and Learning, Evaluation and Improvement</p> <p>The institution demonstrates responsibility for the quality of its educational offerings, teaching and learning and support services and facilitates their effectiveness for student learning through processes designed to provide continuous improvement.</p> <p>Criterion Five: Resources, Planning, and Institutional Effectiveness</p> <p>The institution manages resources, including financial resources, in sufficient detail to ensure the quality of its educational offerings, and responds to future challenges and opportunities.</p> | <p>Criterion One: Mission and Integrity</p> <p>The institution's mission is clear and articulated publicly; it guides the institution's operations.</p> <p>Criterion Two: Integrity, Ethical and Responsible Conduct</p> <p>The institution acts with integrity, is honest, ethical and responsible.</p> <p>Criterion Three: Student Learning and Support</p> <p>The institution provides high quality education, advances and enhances its offerings and delivers.</p> <p>Criterion Four: Teaching and Learning, Evaluation and Improvement</p> <p>The institution demonstrates responsibility for the quality of its educational offerings, teaching and learning and support services and facilitates their effectiveness for student learning through processes designed to provide continuous improvement.</p> <p>Criterion Five: Engagement and Service</p> <p>The institution demonstrates and works toward its service to students, faculty, and the community.</p> |

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Criterion 1

PART TWO: ALIGNMENT OF CORE COMPONENTS AND SUBCOMPONENTS

| Mission | | Current Criteria and Core Component Crosswalk | | | | | |
|---|------------------------------------|---|---------------------------------|---------------------------------|---------------------------------------|-----------------------------------|--|
| One Mission and Strategy | Three Purposes for the Institution | Three Types of Learning Experiences | Three Types of Student Outcomes | Three Types of Faculty Outcomes | Three Types of Institutional Outcomes | Three Types of Financial Outcomes | |
| The institution's mission is clear and articulated publicly; it guides the institution's operations. | | | | | | | |
| 1.A The institution's mission is broadly understood within the institution and guides its operations. | 1.A | | | | | | |
| 1.B The mission statement developed through a process suited to the nature and culture of the institution and is embraced by the governing board. | 1.C | | | | | | |
| 1.C The institution's academic programs, student support services, and enrollment policies are consistent with its stated mission. | 1.C | | | | | | |
| 1.D The institution's planning and budgeting priorities align with and support the institution's mission. | 2.B, 2.D | | | | | | |
| 1.E The mission is articulated publicly. | 1.A | | | | | | |
| 1.F The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities. | 1.A | | | | | | |
| 1.G The mission document or documents are current and reflect the institution's emphasis in the various aspects of its mission, such as institutional, scholarly, research, applications of research, creative works, clinical service, public service, economic development, and religious or cultural purposes. | 1.B | | | | | 0.B | |
| 1.H The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides. | 1.B | | | | | | |
| 1.I The institution understands the relationship between its mission and the diversity of society. | 1.B | | | | | | |
| 1.J The institution addresses its role in a multicultural society. | 1.B | | | | | | |
| 1.K The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the community it serves. | 1.B | | | | | | |
| 1.L The institution's mission demonstrates commitment to the public good. | 1.E | | | | | | |
| 1.M The institution and its decision makers understand that its educational role is to prepare citizens for the public, not only the institution, and thus serves a public obligation. | 1.B | | | | | | |
| 1.N The institution's educational objectives take primary over private purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external organizations. | 1.B | | | | | | |
| 1.O The institution engages with its identified external constituencies and communities of interest and responds to their needs. | 1.B | | | | | 0.A, 0.B, 0.C | |

Subcomponents not present in the current Criteria—may require additional documentation: 1.B.2, 1.D.1, 1.D.2



Criterion 1

PART TWO: ALIGNMENT OF CORE COMPONENTS AND SUBCOMPONENTS

[illegible]

Subcomponents not present in the current Criteria—may require additional documentation: 1.B.2.1.D.1.1.D.2



Sample

Core Component – 1.A The institution's mission is broadly understood within the institution and guides its operations.

Statements

- **Revised mission, vision, and guiding priorities** established in collaborative process and approved by Board in 2006. (1A, 1C; pp. 4-8)
- Academic areas evaluated and aligned programs, curricula, and learning goals from 2006 – 2012 to align with guiding priorities and mission. (1.B, 3.A, **4.B, 4.C, 2.C**; pp. 22-36, 53-62, 111-123)