

**HLC 2023  
Status Presentation**

*to*

**Chancellor's Extended Cabinet**

**Dec. 7, 2022**

## HLC 2023 Context

- 10-year accreditation cycle
- Previous visit **2013**
- Accreditation under Open Pathway

## HLC 2023 Context

Year 1:  
2013



Year 4:  
2017



Year 5:  
2018



Year 7:  
2020



Year 9:  
2022



Year 10:  
2023



- Year 4: Assurance Review (2017)
- No site visit
- All criteria received “Met”

## HLC 2023 Context

Year 1:  
2013



Year 4:  
2017



Year 5:  
2018



Year 7:  
2020



Year 9:  
2022



Year 10:  
2023



- Years 5 thru 7: Submit a Quality Improvement Proposal
- Our Proposal: Improving Student Success in First Year Math Course (2020)

## HLC 2023 Context

Year 1:  
2013



Year 4:  
2017



Year 5:  
2018



Year 7:  
2020



Year 9:  
2022

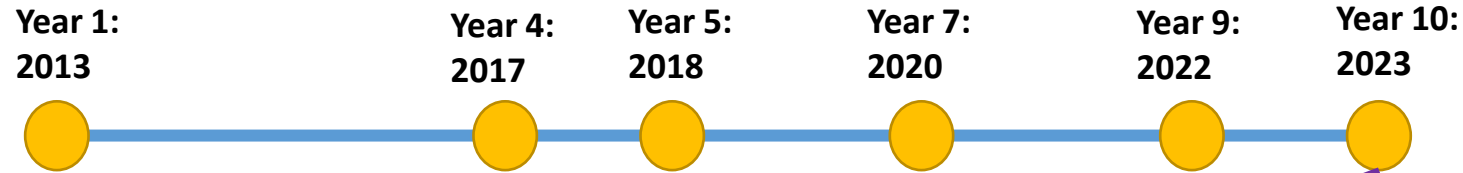


Year 10:  
2023



- Years 7 thru 9: HLC Review of Quality Initiative Report
- HLC accepted the quality initiative project proposal & provided a peer review (2022)

## HLC 2023 Context



### Year 10: Comprehensive Evaluation

- Submit comprehensive evaluation materials (Feb. 13, 2023)
- Comprehensive evaluation with site visit (Week of March 12)
- HLC decision

## Project Phases

- Phase I: Collect evidence and complete the write-up by November 30.
- Phase II: Review, revise and submit write-up to HLC by Feb. 10.
- Phase III: Plan for & complete the HLC visit in March.

## HLC Criteria For Accreditation

- Criterion 1 - Mission: The institution's mission is clear and articulated publicly; it guides the institution's operations.
- Criterion 2 - Integrity: Ethical and Responsible Conduct: The institution acts with integrity; its conduct is ethical and responsible.
- Criterion 3 - Teaching and Learning: Quality, Resources, and Support: The institution provides quality education, wherever and however its offerings are delivered.
- Criterion 4 - Teaching and Learning: Evaluation and Improvement.
- Criterion 5 - Institutional Effectiveness, Resources and Planning: The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality .. and respond to future challenges ...
- Federal Compliance Filing



## HLC Criteria and Core Components

- ❑ The five main HLC criteria for accreditation are subdivided
  - ❑ Typically three to five “core components”
  
  - ❑ Example core components for Criterion 3
    - ❑ **3.A.** The rigor of the institution’s academic offerings is appropriate to higher education.
    - ❑ **3.B.** The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.
    - ❑ **3.C.** The institution has the faculty and staff needed for effective, high-quality programs and student services.
    - ❑ **3.D.** The institution provides support for student learning and resources for effective teaching.
  
- ❑ Each core component has three to seven rubric dimensions for evaluation

## Example Rubric Dimensions

- 4.A: The institution ensures the quality of its educational offerings.
  - The institution maintains a practice of **regular program reviews** ....
  - 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.
  - The institution has policies that ensure the **quality of the credit** it accepts in **transfer**.
  - 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. ...
  - The institution maintains **specialized accreditation** for its programs as appropriate to its educational purposes.
  - The institution **evaluates** the success of its graduates.

## HLC Assurance Argument: Write-Up

- Write-up is based on the work of faculty, staff and administrators from 2013-2022
- Write-up has links to evidence files for quick access
- Writing Teams
  - Chapter 1:** Rob Ducoffe
  - Chapter 2:** Debbie Ford, Tammy McGuckin, Steve Wallner
  - Chapter 3:** Amber Handy, John Standard, Gary Wood, Suresh Chalasani
  - Chapter 4:** John Standard, Suresh Chalasani
  - Chapter 5:** Jordania Leon-Jordan, Scott Menke
  - Federal Compliance Filing:** Scott Menke, Rhonda Kimmel, John Standard, Jordania Leon-Jordan
  - Copy Editor:** Josef Benson
  - Technical Support:** Becky Tolejano

## Write-Up Structure

- Brief statements linked to evidence
- Example

*All first-year students admitted to Parkside attend an [orientation session](#) with a planned [schedule](#). Transfer, Adult, and Veterans or students with more than 60 credits have the option to participate in an [online orientation](#), Transfer One-Stop, or meet with their advisor individually.*

- Highlight different programs and all four colleges in the narrative
- Word Limit: 35000
- All evidence in PDF format

## HLC Project Plan: Phase II

- Nov. 30: Preliminary versions of the write-up to be completed
- Nov. 30-Dec. 16: Writing teams to review and revise
- Dec. 19-Jan. 20: Request for feedback from campus (faculty, staff, and administrators)
- Jan. 15-Feb. 7: Revise write-up based on feedback
- Feb. 7-Feb. 10: Review and submit the write-up in the HLC system

## How Can You Help?

- Timely response to information requests related to HLC
- Entering information in systems (e.g. faculty keeping AIM system current)
- Review and feedback
- Engaged with the process and be available to meet with the visit team

## Campus Communication/Engagement

- Method I: Canvas course
  - Campus community can leave feedback/annotate directly in the Canvas course
  
- Method II: Campus presentations on each chapter
  - Each chapter presented on a different day (Jan. 9 thru 18)
    - Chapter 1 (Jan. 9), Chapter 2 (Jan. 18)
    - Chapter 3 (Jan. 10) Chapter 4 (Jan. 12), Chapter 5 (Jan. 13)
  - Feedback can be given in person or via email
  
- Method III: Qualtrics Survey

## Campus Communication/Engagement

- Process
- Awareness and Participation in the Process
- Continuous Improvement



# Raising Campus Awareness

Chapter 4  
Campus Engagement Plan  
HLC Visit: March

<u>Chapter 4 Section</u>	<u>Topics in the section</u>	<u>Campus stakeholder groups to engage</u>
<b>Section 4.A.1: The institution maintains a practice of regular program reviews and acts upon the findings.</b>	<ul style="list-style-type: none"> <li>• Program review process</li> <li>• Discuss program review findings</li> <li>• Discuss what changes are being made as a result of program reviews</li> </ul>	Chemistry, Business, BIOS, AHS NAACSS, HIMT, SMGT (MS & BS), HWM, LBST stakeholders who went through recent program reviews
<b>Section 4.A.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</b>	<ul style="list-style-type: none"> <li>• Evaluation of courses for credits</li> <li>• CCC evaluation process &amp; GenEd evaluation process</li> </ul>	CCC and GenEd committee members & faculty who went through GenEd/CCC approval processes
	<ul style="list-style-type: none"> <li>• Syllabi standard elements</li> </ul>	
	<ul style="list-style-type: none"> <li>• CPL process and challenges Exams</li> </ul>	CARs reps/Faculty who worked with students in awarding CPL credits
	<ul style="list-style-type: none"> <li>• Credit for military service/ACE credits</li> </ul>	
	<ul style="list-style-type: none"> <li>• Flexible Option Approvals and Credits</li> </ul>	Flex director and faculty
	<ul style="list-style-type: none"> <li>• Internship credit: process and award</li> </ul>	Internship director and faculty who oversee
	<ul style="list-style-type: none"> <li>• Third party professional development course evaluation</li> </ul>	IPED faculty
<b>Section 4.A.3: The institution has policies that ensure the quality of the credit it accepts in transfer.</b>	<ul style="list-style-type: none"> <li>• Transfer policies</li> <li>• Transfer credits</li> <li>• Transferology</li> </ul>	Advisors, Department chairs, CARs staff
	<ul style="list-style-type: none"> <li>• Transfer agreements (GTC, CLC, WTCS, ...) process, approvals &amp; examples</li> </ul>	Advisors, APC members, Departments with program transfer agreements

## Meeting with HLC Team

- Different team meetings
  - Week of March 12
  - Meetings yet to be determined by the visit team
  - May likely be organized by chapter
  
- Attendance at meetings
  - Awareness of campus processes and policies and work done
  - Participation in meetings by different stakeholder groups
    - E.g. Curricular assessment (Assessment liaisons and faculty engaged in assessment)

## Conclusion

In the past ten years, ...

- Significant changes
- Resilience
- Several areas of excellence
- Commitment to continuous improvement