



The Higher Learning Commission

A Commission of the
North Central Association
of Colleges and Schools

NCA



THE HIGHER LEARNING COMMISSION
NCA



The New Criteria for Accreditation

Making a Difference in Higher Learning

Focus of Accreditation

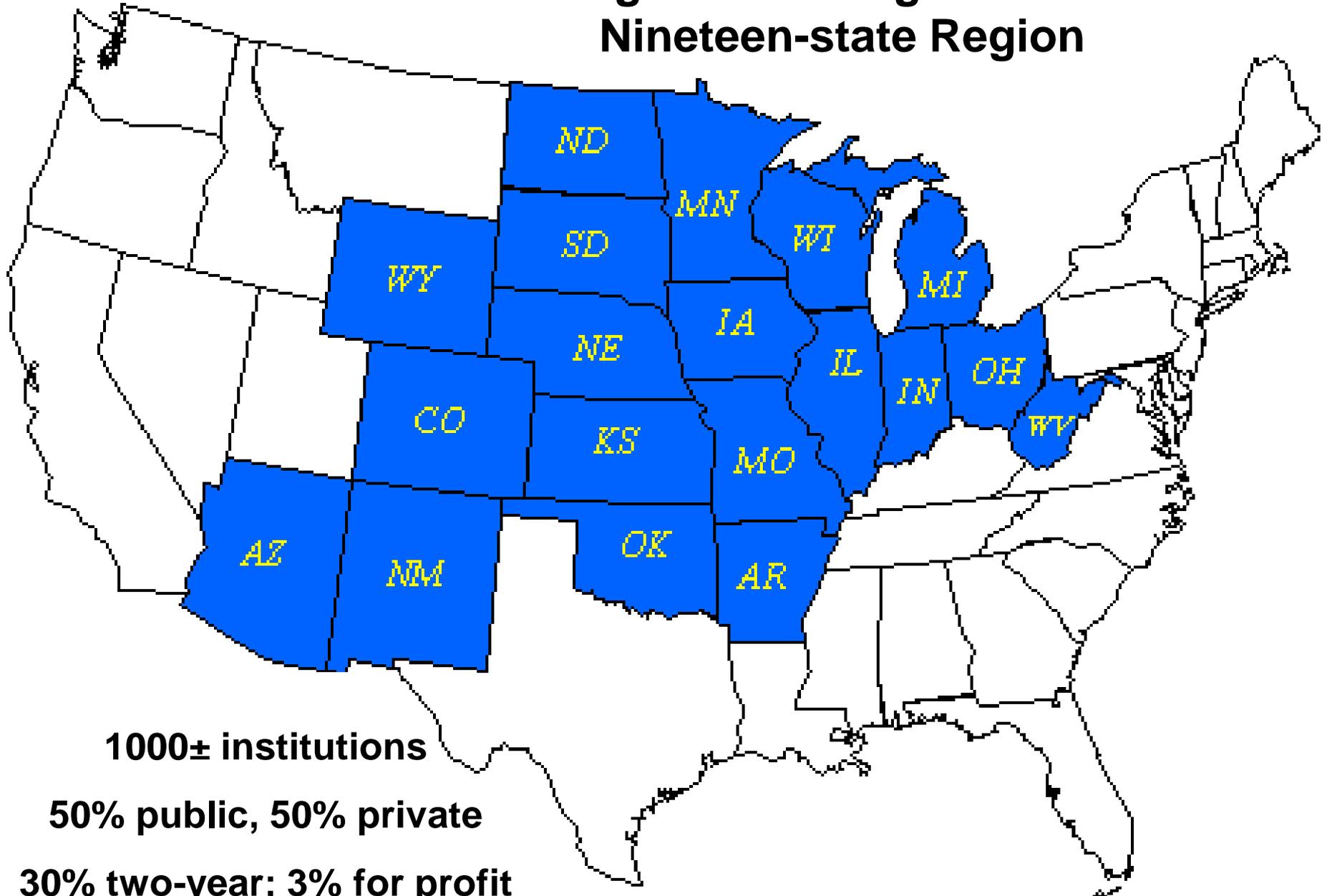
- **To assure the quality of an institution and its effectiveness**
- **To assist the institution in making improvements in its operations and effectiveness**
- **To provide mission-driven accreditation**

The Higher Learning Commission

- **A voluntary, non-governmental, regional accrediting organization with 1000+/- member organizations**
- **NCA - Founded in 1895**



The Higher Learning Commission Nineteen-state Region



1000± institutions

50% public, 50% private

30% two-year; 3% for profit

IU Consultant – Evaluator Corps:

- IUB 6
- IUK 4
- IUE 2
- IUN 1
- IUPUI 2
- IUSB 1

PEAQ & AQIP

*The Commission offers two programs for achieving **continued** accreditation.*



AQIP

Program to Evaluate & Advance Quality

***New Criteria & program
effective for all
January 2005.
Many piloting in 2004.***

Program Pieces

- **Five Criteria**
- **Twenty-one Core Components**
- **Examples of Evidence**
- **Four Categories of Operational Indicators**

Assuring and Advancing

**Preparing
for the
Future**

**Student Learning
& Effective
Teaching**

Future-oriented

Connected

**Mission &
Integrity**

Distinctive

Learning-focused

**Acquisition,
Discovery, &
Application of
Knowledge**

**Engagement
&
Service**

Principles Adopted

- What an accrediting agency should expect of an institution:
 - Centrality of student learning in its mission, institution defines quality by how well it achieves mission
 - Documentation of student learning, (clear goals, evidence, interpretation of data & making judgments, using evidence to effect improvements)
 - Compilation of evidence, multiple means, levels, curricular, co-curricular, intentional & unintentional learning

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- Stakeholder involvement, collection, interpretation, use of evidence is a collective endeavor
- Capacity Building, broad participation and commitment to improvement

The Criteria for Accreditation

Criterion One: Mission and Integrity

- a. The organization's mission documents are clear and articulate publicly the organization's commitments.
- b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.
- c. Understanding of and support for the mission pervade the organization.
- d. The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.
- e. The organization upholds and protects its integrity.

Campus Response

1. Review IU Kokomo mission statement
2. Require each campus unit to have a mission statement that is consonant with that of the university
3. Distribute revised mission statement to all constituencies
4. Develop a broader base of administrative decision making by forming an Administrative Council
5. Ensure that each academic school or division has an appropriate external advisory group
6. Provide developmental opportunities for advisory boards
7. Conduct communications audit

Criterion Two: Preparing for the Future

- a. The organization realistically prepares for a future shaped by multiple societal and economic trends.
- b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.
- c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.
- d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

Campus Response

1. Develop a Strategic Plan for 2005-2010
2. Require all units to have multiple-year operational plans
3. Provide training for senior managers in effective planning and assessment (4 Disciplines of Execution)
4. Review and update operational plans in place
5. Undertake customer surveys and “mystery shop” activities for each non-academic unit

Criterion Three: Student Learning and Effective Teaching

- a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.
- b. The organization values and supports effective teaching.
- c. The organization creates effective learning environments.
- d. The organization's learning resources support student learning and effective teaching

**INDIANA UNIVERSITY
KOKOMO'S
PLAN TO BUILD A CULTURE
OF ASSESSMENT**

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Why A Culture of Assessment?

1. The new NCA/HLC Standards place ongoing assessment at the center of the accreditation process.
2. Even campuses that have been active in assessment will be held to a higher standard under the new criteria.
3. Carefully planned and systematically executed campus-wide assessment is vital to improving the quality of education at IU Kokomo.
4. It will enable the campus to ascertain what activities are effective in key areas such as recruiting and retention.

Why Assessment Cont...

5. Assessment is everyone's responsibility and must involve all facets of the campus, while still emphasizing the academic experience.
6. Campuses will be expected to demonstrate a new level of maturity in their assessment practices.

Strategic Objectives

1. Engage campus community in a conversation on accreditation and the role of assessment in the accreditation process.
2. Using CTE funds establish a Center for Teaching, Learning, and Assessment (CTLA).
3. Identify internal leadership to coordinate assessment initiative.
4. Assign support staff to CTLA.

Anticipated Strategic Outcomes

- The campus will manifest a mature assessment culture within three years.
- All faculty and staff will understand the work of assessment and the campus will share a common language of assessment.
- Every department will have clear, operational assessment plans that show patterns of evidence supporting at minimum 75% of their learning outcomes.
- The campus will have the data it needs to write its self study in 2007-2008.

Three Year Assessment Plan Year One

- Inventory current status of assessment efforts
- Develop infrastructure for data management, report writing, feedback loops, and accountability measures.
- Identify learning outcomes for current general education categories and develop plan for assessing those outcomes

Three Year Assessment Plan

Year One Cont...

- Create a common assessment “language” (common terminology that all units will use to describe their assessment activities and outcomes).
- Support unit-specific and general education activities in developing and implementing assessment plans.

Three Year Assessment Plan

Year Two

- Assist units in refining and implementing assessment plans
- Implement general education assessment
- Refine assessment infrastructure (database, consulting activities)
- Plan feedback loops and report on assessment findings to campus and community constituencies

Three Year Assessment Plan

Year Three

- Assess effectiveness of CTLA activities and report outcomes to campus and trustees
- Implement feedback loops for action on improving programs
- Continue supporting unit and general education activities
- Evaluate progress toward meeting accreditation standards for assessment

Involve Everyone in Assessment

- The Council of Regional Accrediting Commissions notes that institutions derive evidence of student learning from multiple sources: courses, curricula, co-curricula, and includes both intended and unintended learning experiences. Assessment can enhance campus connectivity.
- The CTLA will serve all units, academic and non academic
- The CTLA director will chair a campus-wide Assessment Committee to include assessment coordinators from campus units

Serving as a Sustainable Model

- The ultimate goal is for the campus to develop effective, sustainable assessment practices that will extend beyond the 2008 accreditation visit.
- In addition, the work of the CTLA in fostering a culture of assessment and in assessing its own effectiveness, will model best practices for individual campus units and, perhaps, for other regional campuses.

Criterion Four: Acquisition, Discovery, and Application of Knowledge

- a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.
- b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.
- c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.
- d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Campus Response

1. Develop opportunities for applied learning in every baccalaureate degree
2. Create a position in Applied Learning Opportunities
3. Develop co-curricular opportunities in every baccalaureate degree
4. Develop an Information Commons that integrates library, information technology and tutorial support

Criterion Five: Engagement and Service

- a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.
- b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.
- c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.
- d. Internal and external constituencies value the services the organization provides.

Campus Response

1. Undertake a “Campus Mapping” project with assistance from ICC
2. Undertake a “Listening to Communities” project with assistance from ICC
3. Participate in WIB Agenda for Change Guiding Coalition, whose goal is to increase the value placed on education in the region
4. Conduct an economic development inventory
5. Assign a coordinator for service learning in the Office of Applied Learning Opportunities
6. Create an Office of Community Outreach