

125 YEARS HIGHER LEARNING COMMISSION

Criteria 1 & 2: Overview and Examples of Evidence

Criteria for Accreditation

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Revised Criteria Effective September 1, 2020

HLC is required to initiate a review of its Criteria for Accreditation every five years. In 2018, HLC published draft alpha and beta versions of the revised Criteria and received feedback from the membership and peer reviewers. HLC's Board of Trustees adopted the final version at its February 2019 meeting. The new Criteria will go into effect September 1, 2020.

[New Criteria for Accreditation Booklet](#)

This publication includes the new Criteria language, a crosswalk between the current and revised Criteria, an updated glossary of Criteria terminology, and an overview of how the Criteria will be updated in the Assurance System.

[Criteria for Accreditation: Policy Change Adopted on Second Reading](#)

This document shows the changes that were made to the current Criteria in the revised version.

[Crosswalk Between the Current and Revised Criteria](#)

[Providing Evidence for the Revised Criteria](#)

This document provides suggestions to assist institutions in thinking about possible

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Revisions to the Criteria

FROM THE CURRENT CRITERIA TO THE REVISED CRITERIA		FROM THE REVISED CRITERIA TO THE CURRENT CRITERIA	
Current Criteria	Revised Criteria	Revised Criteria	Current Criteria
Criterion 1			
1.A.	1.A.	1.A.	1.A. and 1.B.
1.B.	1.A.	1.B.	1.D.
1.C.	1.C.	1.C.	1.C.
1.D.	1.B.	Criterion 2	
Criterion 2			
2.A.	2.A.	2.A.	2.A.
2.B.	2.B.	2.B.	2.B. and 2.C.
2.C.	2.C.	2.C.	2.C.
2.D.	2.D.	2.D.	2.D.
2.E.	2.E.	2.E.	2.E.
Criterion 3			
3.A.	3.A.	3.A.	3.A.
3.B.	3.B.	3.B.	3.B.
3.C.	3.C.	3.C.	3.C.
3.D.	3.D.	3.D.	3.D.
3.E.	3.E.	Criterion 4	
Criterion 4			
4.A.	4.A.	4.A.	4.A.
4.B.	4.B.	4.C.	4.C.
4.C.	4.C.	Criterion 5	
Criterion 5			
5.A.	5.B.	5.A.	5.B.
5.B.	5.A.	5.B.	5.A.
5.C.	5.C.	5.C.	5.C. and 5.D.
5.D.	5.C.		

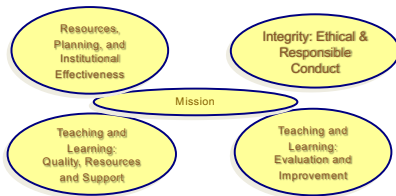
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Migration of Core Components

- Institutions receive a survey in order to schedule the migration.
- Portions of the narrative will be moved to the proper location for each revised Core Component.
- In circumstances where a Core Component is merged or moved, the Assurance System will insert a short notation in the Argument to let you know what narrative was merged.

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Considering the Criteria



Criteria provide the Framework

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Overview of this Presentation

- Review Institutional Context
- Review Revised Criteria and their Core Components
- Provide examples of what constitutes evidence for each of the Criteria
- Consider Relevant Constituencies— Identify the level of involvement and engagement of various constituencies in the comprehensive review process

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Institutional Context

Consideration of Type of Institution:

- Private, Public, Not-for-Profit, For-Profit
- Governance Structure: City, State, Tribe, Church
- Board of Trustees Elected or Appointed (and by Whom?)

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Criterion 1

Mission

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

Core Components:

- 1.A. The institution's mission is articulated publicly and operationalized throughout the institution.
- 1.B. The institution's mission demonstrates commitment to the public good.
- 1.C. The institution provides opportunities for civic engagement in a diverse, multicultural society and globally-connected world, as appropriate within its mission and for the constituencies it serves.

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Relevant Constituencies

Who are the various constituencies that should be involved and engaged in this discussion?

- Student Support Services
- Public Information Office
- Academic Affairs
- Community Stakeholders
- Alumni
- Institutional Effectiveness Office
- Board of Trustees

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Examples of Evidence: Criterion 1

1.A. The University's Mission Statement was approved by the Board of Governors (BOG) in May 2004. The statement resulted from a month's-long inclusive and deliberative process. In October 2003, the University's President formed the Mission Statement Committee which included a representative from each college, the Graduate Council, Faculty Senate, Student Government, Staff, and Administration. Committee minutes show it carefully reviewed its charge and deliberated the nature and purpose of the mission statement. The Mission Statement was submitted to and approved by Faculty Senate and finally by BOG.

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Potential Sources of Evidence

- Mission Statement: Where it's located and how it was developed
- Public Disclosure of Mission Statement, Purpose, Vision, Core Values and Goals
- Strategic Plan and Institutional Priorities
- Diversity Statement as an Extension of the Mission Statement and Activities that Emphasize Diversity
- Budgeting and Planning Priorities
- Enrollment Profiles
- Community Engagement
- Key Unit Processes

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Criterion 2

Integrity: Ethical and Responsible Conduct

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

Core Components:

2.A. The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

2.B. The institution presents itself clearly and completely to its students and to the public.

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Criterion 2

Integrity: Ethical and Responsible Conduct

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

Core Components:

2.C. The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

2.D. The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

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Relevant Constituencies

Who are the various constituencies that should be involved and engaged in this discussion?

- Board of Trustees
- Representatives of Institutional Governance
- Faculty Senate
- Academic Affairs
- Public Information Office
- Administrative and Financial Services
- Student Affairs

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Examples of Evidence: Criterion 2

2.A. The College has adopted a number of policies and procedures to ensure fair and ethical behavior across its campus and throughout its governance structure. The entire campus community is expected to adhere to the college's 2015 Statement of Ethical Conduct, the foundation of which is the college's Mission Statement, as well as its Academic Freedom and Professional Ethics, Conflict of Interest, and Academic Honesty policies. Conversations with students, staff, faculty, and board members demonstrate a shared commitment to fair and ethical conduct and relationships and an awareness of appropriate policies.

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Potential Sources of Evidence

- Faculty, Staff and Student Handbooks and Policy Documents
- Institutional Code of Ethics
- Board Membership and Meeting Minutes
- Trustee Policies and Bylaws
- Website, Catalogs, Course Schedules and Information
- Listing of Current Institutional Accreditations and Status
- Policy on Academic Honesty and Integrity
- Faculty Senate Constitution and Statement on Censorship

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125 YEARS HIGHER LEARNING COMMISSION <https://www.hlcommission.org/criteria>
(right hand, "related resources")




PROVIDING EVIDENCE FOR THE CRITERIA FOR ACCREDITATION

Updated for Revised Criteria for Accreditation, Effective September 1, 2020

An institution has to provide a narrative and supporting evidence that demonstrate it meets HLC's Criteria for Accreditation. A team of peer reviewers evaluates the institution to validate its argument and determine if each Core Component of the Criteria is met. HLC provides suggestions to assist institutions in thinking about possible sources of evidence. This document should not be viewed by institutions.

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125 YEARS HIGHER LEARNING COMMISSION <https://www.hlcommission.org/Accreditation/assurance-samples.html>



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Assurance System Samples

HLC provides the following Assurance System demonstration sites for institutions that are preparing for an upcoming review. They are intended to help institutions become familiar with the Assurance System and provide examples of how evidence may be organized and linked in the Assurance Argument or Systems Portfolio.

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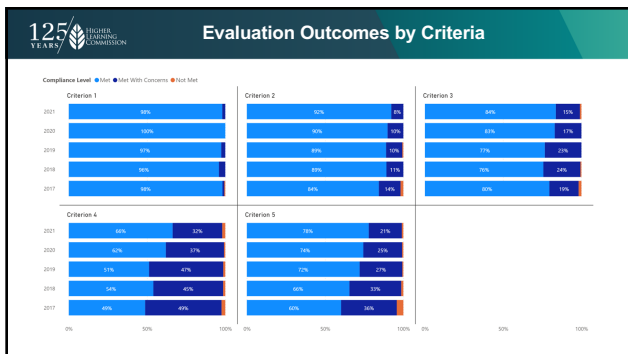
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Team Determination for Most Cited Core Components

Rank/Year	AY 2021	AY 2020	AY 2019	AY 2018	AY 2017
Rank 1	4B 27.9%	4B 34.9%	4B 42.2%	4B 36.5%	4B 41.0%
Rank 2	5B 14.4%	5C 16.3%	4A 24.7%	5C 22.3%	5B 24.1%
Rank 3	5C 14.4%	5B 11.6%	5C 17.5%	5B 19.6%	5C 23.5%
Rank 4	4A 11.5%	3C 9.3%	5B 14.3%	4A 17.6%	4A 21.1%
Rank 5	3C 10.6%	4A 8.5%	3C 12.3%	4C 14.9%	4C 14.5%

Note: Evaluative results by Core Component prior to AY 2021 have been recoded to reflect the current Criteria (Met with Concerns/Not Met)

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Potential Pitfalls, Criteria 1 & 2

The good news...

- Criteria 1 and 2 infrequently cited as “met with concerns” or “not met” by peer review teams

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That being said...

- Insufficient or no evidence cited to support narrative
- Too strict (or too narrow) understanding of the Criterion
- Misalignment of evidence offered

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HLC's Website

- hlcommission.org → Accreditation → Criteria for Accreditation

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Questions?

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