

Criterion 3: Overview

HLC Criteria for Accreditation

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ADVANCING TOGETHER

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Criterion Three: Expectations, Emerging Trends, and Areas of Challenge



Overview of Session



Review of Criterion Three and
Core Components



Emerging Trends in Post-
Pandemic Environment



Areas of Challenge

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Core Components

- Constitute the actual units of measure for each criterion
- Institutions must explicitly write to each Core Component
- Team must explicitly review each Core Component
- Team renders an evaluation of each Core Component to determine whether each Criterion is “Met,” “Met With Concerns,” or “Not Met”

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Sub-Components

- Guiding prompts
- Are not provided as exhaustive or completely applicable lists of appropriate evidence for each institution.

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Criterion 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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Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.



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3.A Expectations



Current curricula



Degree programs are appropriately rigorous



Articulates AND differentiates learning goals



Learning goals are consistent across all modes and locations

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3.A Examples of Evidence

Current curricula:

- External reviews
- Minutes from curriculum review committees, graduate council, and/or faculty senate
- Programmatic accreditation evaluation reports

Degree programs are appropriately rigorous:

- Evidence of application of credit hour requirements
- Program-level admission requirements

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3.A Examples of Evidence (Cont.)

Articulates AND differentiates learning goals:

- Academic catalog;
- Documentation of any linkages between undergraduate and graduate level programs and differentiation of student learning outcomes by level

Learning goals are consistent across all modes and locations:

- Examples of course- and program-learning goals for each degree level across all modes and locations

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Emerging Trend Post Pandemic 3.A Example

Blended Programs

- Programs allow for attaining multiple degrees with merged programs
- How do institutions demonstrate the rigor appropriate to each degree level in blended programs (4+1, 3+2, ASN to DNP, etc.)?

Possible Evidence

- Admission process disclosures
- Progression requirements and exit options
- Curricular pathways that meet assumed practices
- Learning outcomes differentiated by degree level with increasing rigor

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Area of Challenge for 3.A

- Must institutions establish learning goals for programs that are embedded in larger degree programs (certificates that are embedded in associate degrees, associate degrees that are embedded in bachelor degrees)?

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Core Component 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.

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3.B Expectations



General education is appropriate to mission



General education program has explicit student learning outcomes



General education program recognizes human and cultural diversity AND provides students with growth opportunities in these arenas



Students contribute to scholarship, creative activities, and discovery of knowledge, as appropriate

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3.B Examples of Evidence

General education is appropriate to mission:

- Documentation of the process for developing curriculum and course outlines

General education program has explicit student learning outcomes:

- General education learning goals and curriculum

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3.B Examples of Evidence (Cont.)

General education program recognizes human and cultural diversity AND provides students with growth opportunities in these arenas:

- Catalog; minutes from curriculum review committees; General education learning goals and curriculum

Faculty and students contribute to scholarship, creative activities, and discovery of knowledge, as appropriate:

- Notable faculty and student achievements relative to scholarship and creative works

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Emerging Trend Post Pandemic 3.B Example

State Core Transfer

- Increase use of state-wide core transfer agreements to meet general education requirements
- How do institutions demonstrate that the transfer core is appropriate to their general education requirements and mission?

Possible Evidence

- Participation in state-wide deliberations
- Curriculum Committee review and actions to accept or modify transfer core
- Articulation Agreements mapping core transfer and guided pathways

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Area of Challenge for 3.B

- Are there expectations for scholarship for all types of institutions and all degree levels?
 - Demonstrate through annual evaluation of faculty, P&T guidelines, process for approval of graduate faculty, degree requirements, program learning outcomes
 - Utilize types of scholarship to align with mission

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Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

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3.C Expectations



Composition of its faculty and staff reflects human diversity, as appropriate



Sufficient numbers and continuity of faculty members



All instructors are appropriately qualified



Instructors are evaluated regularly

3.C Expectations (Cont.)



Instructors are current in their disciplines



Instructors are accessible for student inquiry



Staff members providing student support services are appropriately qualified

3.C Examples of Evidence

Composition of its faculty and staff reflects human diversity, as appropriate:

+

Sufficient numbers and continuity of faculty members:

- Student to faculty ratios
- Complete faculty roster with demographic information
- Faculty distribution by rank
- Alignment with mission (special focus institutions)

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3.C Examples of Evidence (Cont.)

All instructors are appropriately qualified:

- Statement on faculty expectations and minimum qualifications
- Faculty handbook
- Complete faculty roster with information on highest degree and teaching content area with evidence of courses taught
- Guidelines and process for hiring faculty

Instructors are evaluated regularly:

- Evidence of faculty annual evaluations

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3.C Examples of Evidence (Cont.)

Instructors are current in their disciplines:

- Faculty and staff professional development plans
- Documentation of professional development and training opportunities for faculty, including support for instructional design
- Sabbatical policy

Instructors are accessible for student inquiry:

- Student to faculty ratios
- Faculty office hours

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3.C Examples of Evidence (Cont.)

• Staff members providing student support services are appropriately qualified:

- Statement on staff minimum qualifications
- Summary of qualifications of Student Affairs staff
- Documentation of professional development for staff

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Emerging Trend Post Pandemic 3.C Example

Dual Credit Faculty

- Increasing amount of dual credit, early college and guided pathways accepted for higher education credit
- Increasing number of high school teachers providing dual credit

Possible Evidence

- Transfer and articulation policies
- Tracking teacher qualifications
- Partnership agreements

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Area of Challenge for Faculty Qualifications in 3.C

Faculty Audits



Institution demonstrate their adherence to the Faculty Qualifications guidelines through policies, processes and record keeping.



Institutions are expected to perform audits that allow them to identify faculty qualifications.



Files should document review and approval of graduate faculty qualifications

Possible Evidence

- Flow chart showing process for review of faculty qualifications
- Process for reviewing tested experience
- Process for addressing exceptions
- Policy on faculty record keeping
- Forms documenting graduate faculty approvals

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Core Component 3.D

The institution provides support for student learning and effective teaching.

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3.D Expectations



The institution provides student support services suited to the needs of its student populations



Learning support, preparatory instruction, and placement as appropriate



The institution provides academic advising suited to its offerings and the needs of its students



The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning

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3.D Examples of Evidence

The institution provides student support services suited to the needs of its student populations:

- List of student support services, financial aid, advising, career counseling, campus childcare, cocurricular activities and health services (include for all modalities)
- Student handbook
- List of veterans' affairs office activities

Learning support, preparatory instruction, and placement as appropriate:

- Information about writing and math assistance, tutoring programs, or other support provided to students
- Plagiarism and academic integrity training
- Listing of remedial or developmental courses

3.D Examples of Evidence (Cont.)

The institution provides academic advising suited to its offerings and the needs of its students:

- Documentation on how advisement works, matriculation through graduation
- Data from internal and external national surveys
- Student handbook

The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning:

- Information about libraries and resources (interlibrary loan, reference services, Ask-a-Librarian)
- Information about computer labs, clinical sites, scientific labs, and performance spaces

Emerging Trend Post Pandemic 3.D Example

Focus on First-Year

- Increasing expectations for an integrated first year experience that addresses retention
- How do institutions formulate drops in recruitment and retention in light of the pandemic?
- How are institutions defining and meeting increasing student needs following pandemic experiences?

Possible Evidence

- Increased expectation for a Strategic Enrollment Strategy
- Data analytics showing identification of risk factors for early warning and interventions
- Increased student feedback
- High Impact practices for student retention

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Area of Challenge for 3.D

- With decreasing availability of standardized measures for admission, how are student needs identified?
 - Decrease in availability of standardized tests (SAT, ACT)
 - Greater focus on self-assessment for placement
 - Mixed results for developmental courses
 - Increased requests for accommodation

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Criterion 3: Potential Pitfalls

Reporting on but not truly evaluating institutional performance.



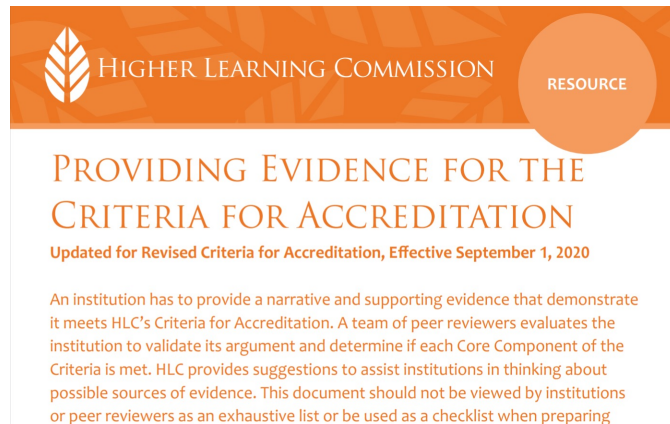
Team Determination for Most Cited Core Components

Met with Concerns/Not Met

Top 5 Core Components with “Met With Concerns” or “Not Met”, AY 2017-2021

Rank/Year	FY 2021	FY 2020	FY 2019	FY 2018	FY 2017
Rank 1	4B 28.2%	4B 34.9%	4B 42.2%	4B 36.5%	4B 41.0%
Rank 2	5B 14.6%	5C 16.3%	4A 24.7%	5C 22.3%	5B 24.1%
Rank 3	5C 14.6%	5B 11.6%	5C 17.5%	5B 19.6%	5C 23.5%
Rank 4	4A 11.7%	3C 9.3%	5B 14.3%	4A 17.6%	4A 21.1%
Rank 5	3C 10.7%	4A 8.5%	3C 12.3%	4C 14.9%	4C 14.5%

https://download.hlcommission.org/ProvidingEvidence2020_INF.pdf



HIGHER LEARNING COMMISSION RESOURCE

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 or peer reviewers as an exhaustive list or be used as a checklist when preparing

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Questions & Discussion

At the Conference!

Monday, April 4 at 11:30am

www.hlcommission.org



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