

Everything You Wanted to Know About Our Upcoming HLC Accreditation Visit

(and perhaps were afraid to ask!)


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So What is This All About Anyway?

- *The Higher Learning Commission (HLC) accredits degree-granting post-secondary educational institutions in the North Central region of the United States.*
- *Accreditation by HLC is the standard of quality by which institutions are judged.*
- ***But,** we see this as a process to demonstrate the excellence of our programs, rather than an exercise in meeting minimum standards.*



The HLC Process is a ten year cycle and has three main components.

- Year 4 – Online Review
 - Years 5-9 - Quality Initiative
 - Year 10 - Comprehensive Review
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- *Our Quality Initiative was the development of the Husky Compact.*
 - *Because the 10 year cycle has only recently been implemented we did not have an on-line Year 4 review.*
 - *This year is our Year 10 Comprehensive Evaluation*



**Our on-campus
Accreditation Visit is
November 7-8, 2016.**




*Our job is to demonstrate that we have
met the following five Accreditation
Criteria*

[http://download.hlcommission.org/poli
cy/CRRT.B.10.010.pdf](http://download.hlcommission.org/policy/CRRT.B.10.010.pdf)




Criterion One. Mission: 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.B The mission is articulated publicly.
- 1.C The institution understands the relationship between its mission and the diversity of society.
- 1.D The institution's mission demonstrates commitment to the public good.




Criterion Two. Integrity: Ethical and Responsible Conduct: The institution acts with integrity; its conduct is ethical and responsible.

- 2.A The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for 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 with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.
- 2.C The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity
- 2.D The institution is committed to freedom of expression and 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, students and staff.



Criterion Three. Teaching and Learning: Quality, Resources, and Support: The institution provides high quality education, wherever and however its offerings are delivered.

- 3.A The institution's degree programs are appropriate to higher education.
- 3.B The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.
- 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 effective teaching.
- 3.E The institution fulfills the claims it makes for an enriched educational environment.




Criterion Four. 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.


4.A The institution demonstrates responsibility for the quality of its educational programs.

4.B The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

4.C The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.



Criterion Five. 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



Resources, Planning, and Institutional Effectiveness (continued)


- 5.A The institution's resource base supports its current educational programs and it plans for maintaining and strengthening their quality in the future.
- 5.B The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.
- 5.C The institution engages in systematic and integrated planning.
- 5.D The institution works systematically to improve its performance.




*Drafts of the sections of the Assurance
Argument for public review are available
[here](#)*

*[https://myscsu.stcloudstate.edu/sites/ospe/
HLC/Assurance%20Argument/Forms/AllItem
s.aspx?RootFolder](https://myscsu.stcloudstate.edu/sites/ospe/HLC/Assurance%20Argument/Forms/AllItems.aspx?RootFolder)*

*You can provide feedback by e-mailing me
Shornstein@stcloudstate.edu*



There will be a short window of time available for comments as all documents have to be uploaded to HLC by October 7th.




While here the team will be looking to confirm information from 4 Main data sources

- The Assurance Argument
- The Quality Initiative Report
- A student survey to be conducted this fall (by HLC)
- Fidelity with Assumed Practices
- (we also send in data about compliance with Federal Regulations at the same time)



How You Can Be Involved

- ▶ Read and respond to the Assurance Argument drafts
- ▶ Make sure your syllabi (and all syllabi from your departments) are uploaded by the due date. If possible include course outcomes and connections to Our Husky Compact in your syllabi.
- ▶ Make sure your programs' "Program Outcomes" and Assessment Plans are forwarded to David Switzer(dswitzer@stcloudstate.edu) and uploaded to TK20
- ▶ Make sure you understand the Student Complaint Policy and insure that students in your programs know how to access the policy.
- ▶ Be prepared to share how your program delivers a high quality education and the steps you take to assess it and improve it as well how it connects to the university's mission and vision .



Here's one way you could include outcome and Our Husky Compact information on your syllabi

MUSM 126 meets the following Student Learning Outcomes of Liberal Education Goal Area 6:

1. Demonstrate awareness of the scope and variety of works in the arts and humanities.
2. Describe and appreciate works in the arts and humanities as expressions of individual and collective values within an intellectual, cultural, historical and social context.
4. Explore intellectually the ideas expressed in works in the arts and humanities.
6. Articulate an informed personal response to works in the arts and humanities.
7. Analyze the diverse means of communication in the arts and humanities.



Syllabus Ideas (con't)

Our Husky Compact is a bond shared by St. Cloud State University and its students that a SCSU education will prepare students for a life of growth and fulfillment-- intellectually, professionally and personally.

When students graduate with an SCSU education, they will:

Think Creatively and Critically

Seek and Apply Knowledge

Communicate Effectively

Integrate Existing and Evolving Technologies

Engage as a Member of a Diverse and


Multicultural World

Act with Personal Integrity and Civic Responsibility




Syllabus Ideas (continued)

- ▶ In this course, we will engage in a number of activities and assignments that reinforce the six dimensions of the Compact. For example, our assignments are completed in D2L and require that you respond to your classmates. This touches upon the “Communicate Effectively”, “Integrate Existing and Evolving Technologies”, and “Think Creatively and Critically” dimensions. In 2016, St. Cloud State University is focusing upon the “Engage as a Member of a Diverse and Multicultural World” dimension. Most significant events in Rock history involve themes found in this dimension, and we will have an assignment that specifically focuses upon this dimension during the semester.

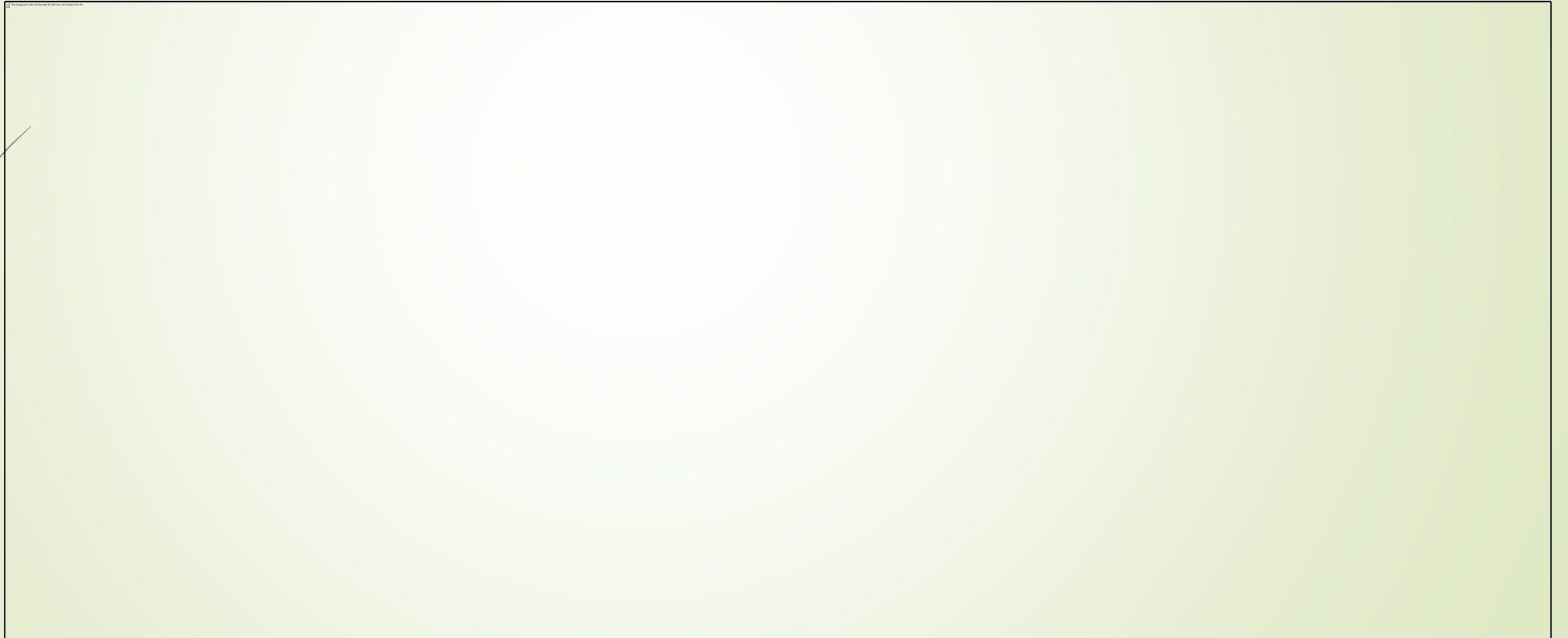



Our intent is to use fall semester to celebrate the high quality of the work we do at SCSU, not just to fulfill HLC accreditation requirements

Please help us celebrate by sharing your stories



*We need to thank the following people
who helped us prepare for our
upcoming HLC visit*






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Kevin Sharp
Stephen Walk
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Semya Hakim
Debra Leigh
Adam Hammer

Mark Monn
David Sikes
Sue Maxwell
Wanda Overland
Polly Chappell
Diane Glade
Josh Hjelmstad
Greg Jorgensen
Tom Steman
Mert Thompsen
Carol Mohrbacher
Jamie Heiman
King Banaian
Lisa Foss



I intend to visit as many DAC's and departments as possible starting after Labor Day to update as many people as possible on the information needed for our visit

Questions, Comments or Information to share?

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