

Higher Learning Commission (HLC)
Comprehensive Reaccreditation
November 5 & 6 Site Visit
Forum for Criteria 3 and 4

Neil Pagano, Associate Provost for Accreditation and
Assessment

Assurance Argument

- **Assurance Argument Lock Down: October 8**
- **Purpose: Describe and document how CCC meets the Criteria for Accreditation**
 1. **Mission**
 2. **Integrity**
 3. **Teaching and Learning: Resources and Support**
 4. **Teaching and Learning: Evaluation and Improvement**
 5. **Resources and Planning**
- **"Argument"**
- **Evidence Files**

Site Visit: Logistics

- **Team Visit: November 5 and 6**
- **Seven Peer Reviewers (also 3 HLC Staff Observers)**
- **Prior to Visit (October): Read Assurance Argument and Evidence Files, Draft Schedule**
- **Visit: Meet with stakeholders across campus**
- **Post-Visit: Write report with judgement:**
 - **Met**
 - **Met with concerns**
 - **Not met**

Schedule (most likely)

- **President and Cabinet**
- **Board of Trustees**
- **Provost and Deans**
- **Vice-Presidents**
- **Faculty (FT and PT separately)**
- **Assessment Committee**
- **Campus Tour/Facilities**
- **Open Forums on Criteria**
- **“Areas of Focus”**

Schedule (also possible)

- **Students**
- **Faculty Senate**
- **Chairs**
- **Advising and Student Support**
- **Enrollment Management**
- **Career Center**
- **Institutional Effectiveness**

Criterion 3: Teaching and Learning – Quality, Resources, and Support

- Do you offer “appropriate” degree programs?
- What oversight do you have for your degree and course requirements?

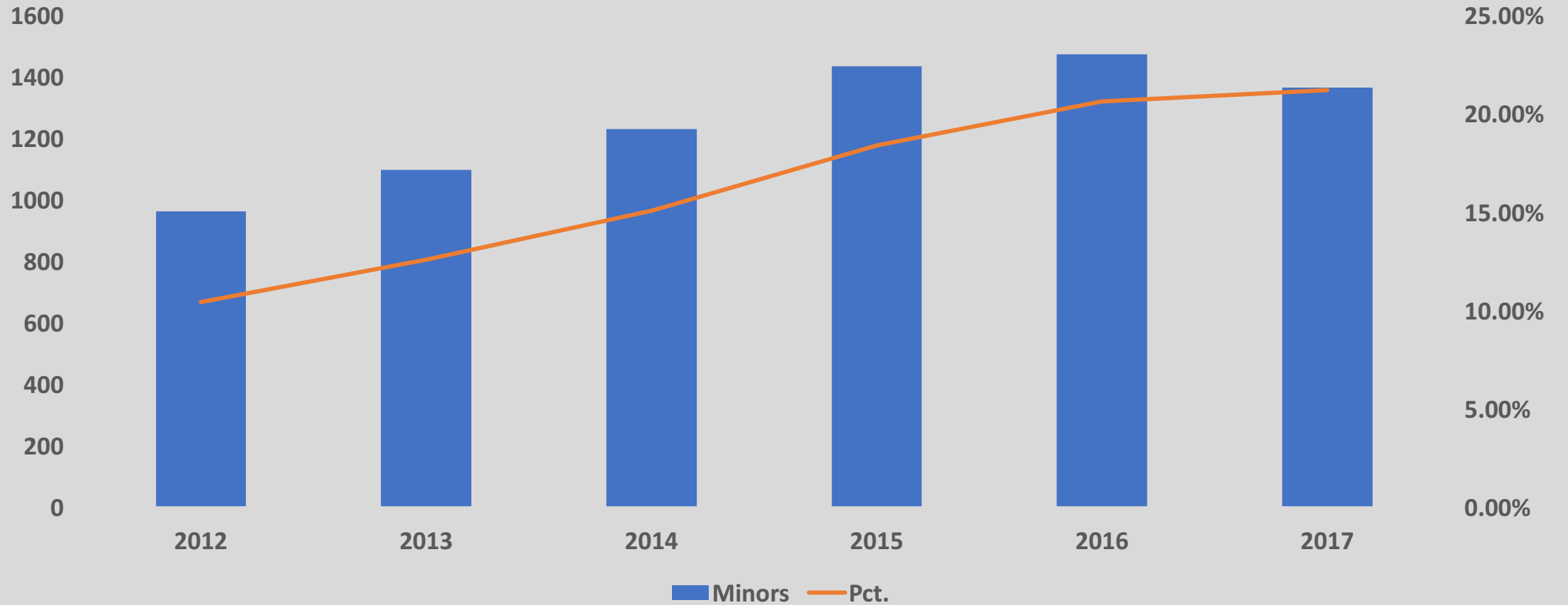
Criterion 3: Teaching and Learning – Quality, Resources, and Support

Evidence:

- **Office of Academic Affairs: Creation of Registrar Office; College Advising Center**
- **Curriculum and Academic Policy Review Manual (CPM)**
- **Curriculum and Strategic Plan:**
 - **Student Success**
 - **21st Century Curriculum**

Notable Fact: Minors

Students with Minors



Criterion 3: Teaching and Learning – Quality, Resources, and Support

- **Does your general education program impart broad knowledge and intellectual concepts?**
- **Do your degree programs engage students in mastering modes of inquiry or creative work?**
- **Does the education provided recognize human and cultural diversity?**

Criterion 3: Teaching and Learning – Quality, Resources, and Support

Evidence:

- **LAS Core/Columbia Core – traditional and focused**
- **Program Learning Outcomes**
- **Diversity, Equity, and Inclusion in Strategic Plan**

Notable Fact: Honors Program and Student Retention

Fall 2013 Class	Honors Class	No Honors Class
Fall 2014	89.2%	74.8%
Fall 2015	81.2%	63.7%
Fall 2016	80.1%	60.2%
Fall 2017	76.3%	55.1%
Graduated	71.1%	46.5%

Criterion 3: Teaching and Learning – Quality, Resources, and Support

- **Is the faculty qualified?**
- **Is the faculty evaluated?**
- **Do you provide professional development and support?**
- **Are staff qualified and supported in their professional development?**

Criterion 3: Teaching and Learning – Quality, Resources, and Support

Evidence:

- **Faculty Qualifications Review (2017)**
- **Faculty Evaluation**
- **Faculty Development and Support**
- **Staff Qualifications and Professional Development**

Criterion 3: Teaching and Learning – Quality, Resources, and Support

- **What kinds of support do you provide to all students?**
- **Do you provide appropriate academic advising?**
- **Do you have effective teaching spaces?**
- **Do you provide guidance on effective use of research and information resources?**

Criterion 3: Teaching and Learning – Quality, Resources, and Support

Evidence:

- **Library**
- **College Advising Center**
- **Learning Studio**
- **Developmental Writing and Mathematics**
- **New Student Orientation**
- **Specialized Teaching Spaces**

Media Production Center



Criterion 3: Teaching and Learning – Quality, Resources, and Support

- **Do your co-curricular experiences contribute to student learning and development?**

Criterion 3: Teaching and Learning – Quality, Resources, and Support

Evidence:

- **Global Education**
- **Career Center**
- **Office of Dean of Students**
- **Student Communications**
- **Department of Exhibitions, Performance, and Student Spaces**

Notable Evidence:

- **Member of Maui Mid-American University**
- **In 2016-17, 908 students (1,522 positions) worked on campus**
- **DEPS Spaces: 376 total events (2017-18)**
 - **137 departmental events**
 - **223 student organization events**
 - **16 student showcases/performances**

Criterion 4: Teaching and Learning – Evaluation and Improvement

- Do you have a practice of regular program reviews?
- Do you have policies to ensure the quality of credit you accept?
- Do you evaluate the success of your graduates?

Criterion 4: Teaching and Learning – Evaluation and Improvement

Evidence:

- **Program Review in place (Prioritization*)**
- **Transfer credit:**
 - **Transfer Evaluation System (database)**
 - **Illinois Articulation Initiative (IAI) and GECC**
 - **Articulation agreements and transfer tools**
- **Success of Graduates via Graduating Student Survey and Alumni Survey**

Freshmen Student Outcomes

2009 Columbia Cohort

2,158 Number of students in 2009 entering cohort

929 Still enrolled in/graduated from Columbia

918 Graduated from Columbia

56 Went to graduate school

31 Did not graduate with master's

25 Graduated with master's

862 Did not go to graduate school

11 Still enrolled at Columbia

1,229 Left Columbia

868 Attended another school

300 Graduated from another school*

12 Certificate

48 Associate's

206 Bachelor's

9 Master's

1 Doctorate

24 Unknown

568 Attended another school, did not graduate

361 Left Columbia, did not attend another school

2010 Columbia Cohort

2,252 Number of students in 2010 entering cohort

1,013 Still enrolled in/graduated from Columbia

1,004 Graduated from Columbia

39 Went to graduate school

30 Did not graduate with master's

9 Graduated with master's

965 Did not go to graduate school

9 Still enrolled at Columbia

1,239 Left Columbia

844 Attended another school

282 Graduated from another school*

9 Certificate

43 Associate's

191 Bachelor's

8 Master's

0 Doctorate

31 Unknown

562 Attended another school, did not graduate

395 Left Columbia, did not attend another school

Criterion 4: Teaching and Learning – Evaluation and Improvement

- **Do you have clearly stated goals for courses and programs?**
- **Do you assess these goals?**
- **Do you use the information from assessment to make improvements?**
- **Does the assessment involve substantial participation on campus?**

Criterion 4: Teaching and Learning – Evaluation and Improvement

Evidence:

- All programs and courses (should) have articulated learning outcomes
- Learning outcomes are assessed on a regular basis
- Student experience also assessed via nationally normed (NSSE, YFCY) and local (Graduating Student Survey, Alumni Survey) instruments

Criterion 4: Teaching and Learning – Evaluation and Improvement

- **Do you have defined goals for retention and graduation?**
- **Do you collect and analyze information on retention and graduation?**
- **Do you use information to make improvements in retention and graduation?**

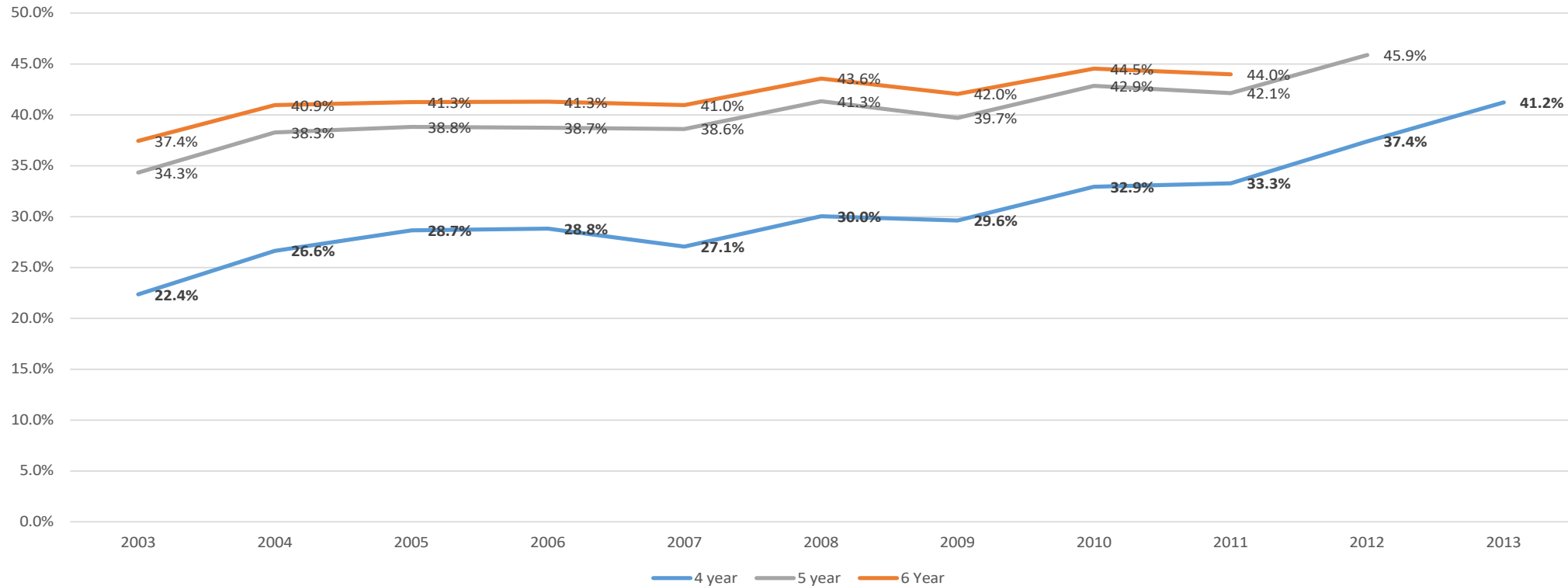
Criterion 4: Teaching and Learning – Evaluation and Improvement

Evidence:

- **Quality Initiative Project and Strategic Plan: Increase retention and graduation**
 1. **Curriculum: Simplifying requirements**
 2. **Advising: Student Success Collaborative to track and document student progress; “Five Persistence Campaigns”**
 3. **Student Financial Services: Focus on Outreach and Financial Aid Literacy**

Notable Evidence:

Change in 4, 5 and 6 year Grad Rates 2003-2013 (Entering Cohorts)



Comments, Observations, Questions?

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