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

- **2012**: 900 Minors, 0.00% Pct.
- **2013**: 1000 Minors, 0.00% Pct.
- **2014**: 1100 Minors, 0.00% Pct.
- **2015**: 1200 Minors, 0.00% Pct.
- **2016**: 1300 Minors, 0.00% Pct.
- **2017**: 1400 Minors, 0.00% Pct.
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

<table>
<thead>
<tr>
<th>Fall Class</th>
<th>Honors Class</th>
<th>No Honors Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013 Class</td>
<td>89.2%</td>
<td>74.8%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>89.2%</td>
<td>74.8%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>81.2%</td>
<td>63.7%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>80.1%</td>
<td>60.2%</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>76.3%</td>
<td>55.1%</td>
</tr>
<tr>
<td>Graduated</td>
<td>71.1%</td>
<td>46.5%</td>
</tr>
</tbody>
</table>
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
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?

Neil Pagano
npagano@colum.edu
x8218