# THE HLC COMPREHENSIVE QUALITY REVIEW

LCCC's Reaffirmation of Regional Accreditation

October 7 – 9, 2019

WHAT IS ACCREDITATION?

- Six regional accrediting agencies in the United States

- Enforce quality compliance, assure institutions are following regulations

- Higher Learning Commission

  - largest regional agency

  - three pathways

    - Standard

    - Open

    - Academic Quality Improvement Program | AQIP
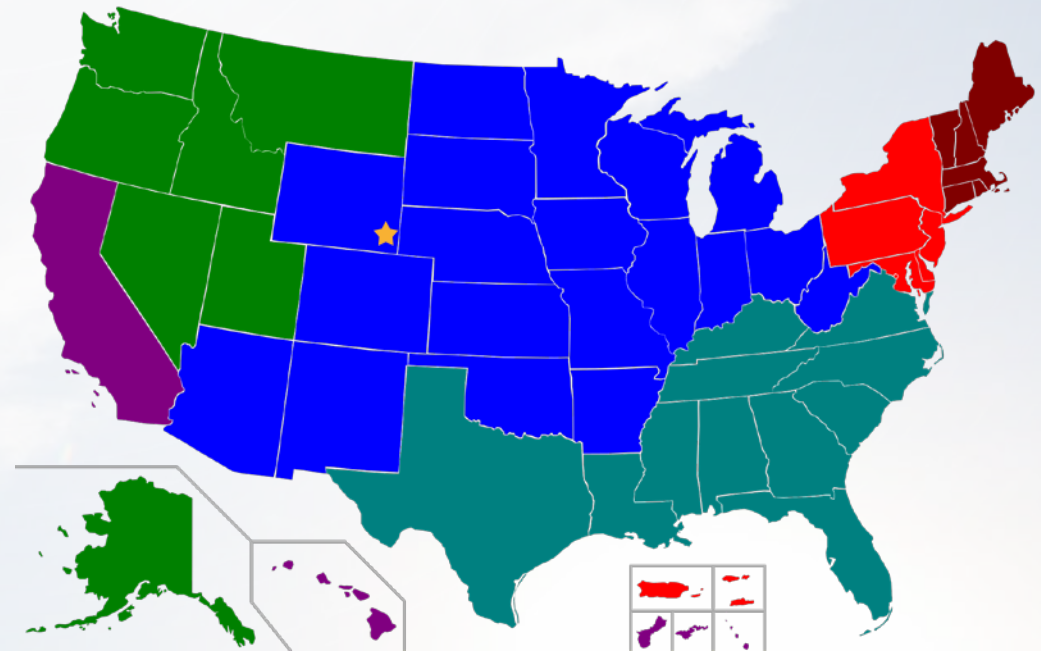
WHAT IS AQIP?

✓ HLC's path to accreditation with its focus on continuous quality improvement.

✓ LCCC is in the AQIP pathway currently; transition will occur soon.

✓ There are six categories for AQIP performance.

Category 1: Helping Students Learn

The design, deployment, and effectiveness of teaching and learning processes that underlie LCCC's credit and non-credit programs and courses.

Category 2: Meeting Student and Other Key Stakeholder Needs

Addresses the key processes (separate from instructional programs and internal support services) through which LCCC serves its external stakeholders in support of its mission.

Category 3: Valuing Employees

Explores LCCC's commitment to the hiring, development, and evaluation of faculty, staff, and administrators.

Category 4: Planning and Leading

Focuses on how LCCC achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities.

Category 5: Knowledge Management and Resource Stewardship

Addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.

Category 6: Quality Overview

Focuses on the continuous quality improvement culture and infrastructure of LCCC. This category gives the College a chance to reflect on all its quality improvement initiatives, how they are integrated, and how they contribute to improvement of the institution.

THE AQIP PROCESS

✓ Annual completion of Action Projects

- Short-term projects confirming continuous improvement

  - Curriculum Redesign (2014-2015)

  - ACC Environmental Scan (2015-2016)

  - Function Assessment (2016-2017)

✓ Attendance at Strategy Forum every 4 years

✓ System Portfolio submission

- Every 4 years (last submission 2018)

✓ Response to Appraisal Feedback Report

❖ Comprehensive Quality Review

HLC APPRAISAL FEEDBACK REPORT

1. Reflective Overview (summary of the six portfolio categories and LCCC performance)

2. Two Strategic Challenges identified:

   a. Conducting Pathways while sustaining CQI processes

   b. Implement LCCC performance management process

3. Performance on HLC Criteria:

   a. 15 of 21 criteria were rated "Clear" with just 6 rated "adequate" and 0 rated "unclear"

   b. Reviewers requested more information on the following topics:

   - Identifying emerging or under-represented students

   - Clarifying faculty oversight of academics

   - Quality assurance process for online instruction

   - Evidence of standard course evaluation by Deans

   - Making the alignment between co-curricular to curricular more formal

HLC FEEDBACK

4. Performance on the Portfolio Categories

    HLC Maturity Matrix or Rubric: Best to Poor Ratings (integrated / aligned / systematic / reacting)

    Comparison of 2014 Appraisal Report to 2018 Appraisal Report

    - Total 2018 portfolio items = 212

    - 2014 Appraisal Feedback Report contained 94 **reacting** ratings. The 2018 Appraisal contained one-third this amount.

    - The 2018 Portfolio was very well written. Covering a composite understanding of a dynamic institution in linear, narrative prose is a challenge that the writers of this Portfolio met. The team appreciated the clarity of the text. The team also appreciated the candid presentation of facts, dynamics, campus culture, and campus history.

    - Processes described in the 2018 Portfolio were not always well linked to data; however, in many cases this was caused by a lack of data or the newness of a process. Similarly, internal targets were infrequently set and external benchmarking was not always available. (What is one institutional response?)

WHAT IS THE PURPOSE OF THE COMPREHENSIVE QUALITY REVIEW

--Verify statements made in the LCCC Systems Portfolio & review LCCC responses to the Appraisal

A. Provide evidence that LCCC is meeting the Criteria for Accreditation.

- Criterion 1. Mission
- Criterion 2. Integrity: Ethical and Responsible Conduct
- Criterion 3. Teaching and Learning: Quality, Resources, and Support
- Criterion 4. Teaching and Learning: Evaluation and Improvement
- Criterion 5. Resources, Planning, and Institutional Effectiveness

B. Facilitate the institution's continuing quality improvement commitment.

C. Identify actions taken to minimize identified Strategic Issues.

D. Review how Action Projects are integrated into an institution's overall performance improvement strategies.

E. Review distance and/or correspondence education delivery, if applicable.

WHAT PREPARATIONS FOR THE VISIT HAVE TAKEN PLACE AT LCCC?

- ✓ Distribute a Student Opinion Survey – April 2019

- ✓ Call for Third Party Comments – April 2019

- ✓ Prepare Multi-Campus Visit Report (Albany Campus) – July 2019

- ✓ Prepare Federal Compliance Filing Report – August 2019

- Prepare Quality Highlights Report – August 2019

- Review of Student Survey and Third-Party Comments – September 2019

WHAT WHO ARE THE SITE TEAM MEMBERS?

- **Ms. Jill Carlson, Director for Assessment and Accreditation**

  Santa Fe Community College, Santa Fe, New Mexico

  Education: History University of Texas at Arlington M.A. - Master of Arts

- **Mrs. Barbara Jean Jascor, Associate Dean**

  Moraine Park Technical College, Plover, Wisconsin

  Education: Career and Technical Education Professional Studies, University of Wisconsin-Stout Ed.S.,

- **Dr. Kathryn Alley, Associate Provost**

  South Dakota School of Mines and Technology, Rapid City, South Dakota

  Education: English Kent State University Ph.D.

- **Dr. Antoinette M. Baldin, Dean, Business, Technology & Public Service, Executive Director, Workforce Development**

  James A. Rhodes State College, Schererville, Indiana

  Education: Geological Engineering Purdue University B.S.E.-Bachelor of Science Engineering

  Organization Management Capella University Ph.D.

WHAT SHOULD I SAY TO THE SITE TEAM VISITORS?

- Be open and honest (accomplishments and where we can improve)

- If faculty, share your assessment processes and indicators along with program improvements made based on assessment activity. Remember, programs should have their student learning competencies displaying at their programs on the LCCC Website under the "curriculum" tab.

- If staff, share your context for function assessment planning and participation experiences in spring meetings with President Schaffer.

- Share knowledge of the LCCC mission, vision, and values.

- Demonstrate general knowledge of the AQIP process.

- Demonstrate general knowledge about the Guided Pathways 2.0 initiative.

FAQS THE SITE TEAM REVIEWERS MAY ASK

- How does your department contribute to LCCC's mission?

- What are the characteristics of an LCCC education?

- What is the role of the faculty in ensuring academic quality?

- What opportunities do you have for professional development?

- What do you like best about your job?

- What role did faculty play in the development of the AQIP Systems Portfolio?

ACCREDITATION FACTS THAT ARE IMPORTANT TO KNOW

- A site visit to the Albany County Campus will occur in conjunction with the comprehensive evaluation.

- Comprehensive Evaluation includes a Federal Compliance Reviewer.

- The institution was granted an extension until September 1, 2022 to become compliant to the faculty qualification requirement. HLC will review that the institution is in compliance with the faculty qualification requirement at the comprehensive evaluation following the extension date.

- A review emphasis will be placed on distance education.

EXAMPLE OF SITE VISIT AGENDA

- The visit agenda is focused on activities best suited for in-person review and interaction. A typical visit includes:
  - Customary meetings and reviews, including meetings with the institution's leadership, board, and other key individuals and groups, such as those involved in preparing the materials for the comprehensive evaluation.
  - One or more areas of focus determined by the team as needing additional attention (e.g., Pathways).
  - Open forum discussions on the Criteria for Accreditation with institutional stakeholders, including faculty, staff and students.
  - Other evaluation as required or requested, such as multi-campus and embedded change reviews. (These additional reviews may be conducted prior to or as part of the visit.

WHERE CAN I LEARN MORE ABOUT THE VISIT AND ACCESS LCCC ACCREDITATION DOCUMENTS?

- See the IE Virtual Office Site

- See LCCC Website (about us)

- Guided Pathways 2.0 Information

QUESTIONS?