Program Review and Assessment Committee

Thursday, March 21, 2019, 1:30-3:00 pm, AD 1006

Meeting Minutes

Attendees: P. Altenburger, J. Barbee, S. Boyne, L. Bozeman, G. Durham, T. Freeman, S. Graunke, T. Hahn, M. Hansen, W. Helling, W. Hilson, L. Houser, S. Hundley, C. Kacius, S. Kahn, C. Keith, S. Lowe, P. Morris, K. Murtadha, H. Mzumara, S. Ninon, K. Norris, L. Peters (Skype), W.T. Roberson, K. Sheeler, J. Thigpen, N. VanAndel, C. Walcott, S. Weeden

1. Welcome, Review & Approval of Minutes (5 minutes)

2. Blast Off: Increasing Retention at IUPUI through Two Signature Co-curricular Programs - Sonia Ninon, Director of Assessment and Planning, Division of Student Affairs (25 minutes)

3. NSSE Results – Steve Graunke, Director of Institutional Research and Decision Support (IRDS) (25 minutes)

4. Mapping Program Level Learning Outcomes to IUPUI + - Kristy Sheeler, Executive Associate Dean of Honors College (10 minutes)

5. Higher Learning Commission #5 - Stephen Hundley, Senior Advisor to the Chancellor & Susan Kahn, Director of Planning and Institutional Improvement Initiatives (10 minutes)

6. Reflection and Discussion on Past PRAC Guest Speakers – Stephen Hundley (15 minutes)

   a. Tracy Penny Light – ePortfolios and Assessment
   b. David Eubanks and Josie Welsh – Fixing Assessment
   c. Keston Fulcher – Learning Improvement
   d. Gianina Baker – Equitable Approaches to Assessment

5. Announcements and Adjournment (10 minutes)

1. Welcome, Review & Approval of Minutes

     a. K. Norris called the meeting to order at 1:30pm. She welcomed everyone back from spring break.

     b. Kristin moved, Susan seconded, and all approved motion to approve February 2019 minutes.

    Kristin introduced our first speaker, Sonia Ninon

2. Blast Off: Increasing Retention at IUPUI through Two Signature Co-Curricular Programs-Sonia Ninon, Director of Assessment and Planning, Division of Student Affairs

Sonia: This study examined the relationship of participation in *Jag Blast* and *Weeks of Welcome* to students' retention. There are 9 units within the Division of Student Affairs: Campus Center and Student Experiences (CCSE), Counseling and Psychological Services (CAPS), Campus Recreation, Educational Partnerships and Student Success (EPSS), Health and Wellness Promotion (HWP), Housing and Residence Life (HRL), Student Advocacy and Support (OSAS). Student Conduct, and Student Health Services.

According to the Fall 2018 IUPUI Census:
27,722 students
Female: 57 percent
White: 66 percent
Black: 9 percent
Latinx: 7 percent
International: 7 percent
Asian: 6 percent
Age Under 25: 68 percent

Jag Blast is an orientation program offered during the summer. Academic units and co-curricular departments both participate. It represents a good collaboration between EPSS and CESSE staff. They are increasingly using the scanners to get demographic information on the students.

Learning outcomes of Jag Blast include: 1) Recognize the importance of IUPUI campus pride and traditions; 2) Identify campus activities and student organizations available at IUPUI; and 3) Develop new relationships with peers (incoming classmates) and current students leaders to feel more connected and a part of the IUPUI community.

WOW is a collaboration between all units within the Division of Student Affairs, campus partners, and the Indianapolis community. It is about creating a welcoming campus environment the first two weeks of the academic year. It includes 32 events (e.g., ice cream social, light up the night, field day, black party).

Learning outcomes of *WOW* include: 1) Develop a sense of community, 2) Identify leadership opportunities on campus, Identify campus resources, offices, and build a campus identity.

Methodology

The study examined undergraduate, degree seeking students who enrolled in the fall 2018 semester. The research question was: *Were students who attended JagBlast or a WOW event more likely to persist in the spring 2019 semester?* 1,526 (7 percent) undergraduate degree-seeking students attended either JagBlast or a WOW event.

Students who attended JAG Blast and Wow were more likely to be female, latinx, full-time, and under age 25.

The study used Propensity Score Matching (PSM), which attempts to estimate the effect of a treatment or other intervention by accounting for the covariates that predict receiving the treatment. It minimizes selection bias, and other confounding factors (e.g., gender, race/ethnicity, age, SAT scores, unmet financial need, major).

The propensity score adjusted the comparison of retention rates among JagBlast or WOW attendees, and those who didn't attend JagBlast or a WOW event.

There was a 7.7 percentage point increase in fall-to-spring retention at IUPUI as a result of attending JagBlast or a WOW event. The difference is statistically significant (p-value <0.001).

Factors positively predicting spring retention at IUPUI include the following: 1) attendance at *JagBlast* or a *Wow* event, being Asian, taking a higher course load, have a major in the School of Health and Human Sciences, and the School of Science, not being a first generation student.

We also looked at qualitative data. Sonia worked with Gwen Chastain to review the surveys administered during the events. They looked at sense of belonging. The mean scores were good. Student feedback: "It's great already", "More free stuff"

We will continue to 1) track students who attend both signature co-curricular programs using the ID card swipes/scanners, 2) examine the relationship between attendance to those programs and students' fall-to-spring and fall-to-fall retention rates, and their sense of belonging, and 3) explore the return on investment (ROI) by monetizing the gains in retention.

She also looked at qualitative data. She worked with Gwen Chastain to review the surveys they administered during the events.

Michele Hansen: University College (UC) students are a totally different population. It is best to split them. There is usually a 10% difference between UC and other programs.

Steve Graunke: You will likely find other significant variables after you split it.

Michele: Disaggregate. Low N could be caused by low response rate. Suggest that you do effect size as well.

Sara Lowe: The mentors really push *WOW* and *JagBlast.*

3. NSSE Results – Steve Graunke, Director of Institutional Research and Decision Support

Steve Graunke: Currently, I am in the midst of my post NSSE (National Survey of Student Engagement) tour and sharing the IUPUI 2018 Results.

NSSE is administered by the survey research center in Bloomington. It is a survey of what students do and behaviors connected to learning and success. It is administered to first-year and senior students.

There are 3 different comparison groups: IUPUI Official Peers, All Public Doctoral Institutions, All NSSE institutions. This provides benchmarking information for our students compared to other students

NSSE provides a report on engagement in high impact practices,

Topical modules: Global learning, Community Engagement
IRDS has done a 9 page research brief and is currently creating school reports.

Categories
1) Areas of strength
2) Assets to protect
3) Issues to be mindful
4) Opportunities for Improvement

As a campus we did not have any under #4.

Steve will focus of areas of strength and issues to be mindful.

Area of Strength #1
IUPUI students are more likely to be involved in high impact practices

75% of our first year students reported participating in at least 1 high impact practices.

One of the reasons we were so high is because of service learning.

We are higher on almost all of them. The only exception is research with faculty (is average). This is something to build on with the Institute for Engaged Learning.

Area of Strength #2
Our first year students are very engaged (especially with faculty)

Our students are more likely to indicate interactions with faculty than our peer institutions.

Issue to be mindful of #1

Seniors are not reporting the same levels of engagement as our freshman.

We've actually fallen behind among our doctoral institutions. It seems counterintuitive. Certainly not the area of strength like it is with first-year students.

Issue to be mindful of #2

Our students are more likely to be working off campus.

Working off campus is one the strongest negative predictors of one-year retention and GPA.

Interacting with students who are different from you. African American students and Latinx tend to be higher.

Michele Hansen: We have more reports to run on the NSSE data set.

Steve: What is happening at the senior year that is causing them to be less engaged? We've talked about having a graduating student survey. The response was 24% for first-year and 26% for seniors.

Michele Hansen: We have discussed integrating some of these questions into other surveys.

Some schools (business) require students to complete a survey before being able to graduate.

Michele Hansen: These questions have been validated that engagement does lead to hard outcomes related to success.

Khaula Murtadha: What is included in a culminating experience? There may be a messiness with culminating experience and research with faculty.

Kristin Norris: Perhaps we could invite schools to share their senior surveys with PRAC at a future meeting

4. Mapping Program Level Learning Outcomes to IUPUI + - Kristy Sheeler, Executive Associate Dean of Honors College

Kristy Sheeler: We are making progress in mapping learning outcomes to the IUPUI+. The Center for Teaching and Learning has monthly mapping meetings. Program level outcomes mapped to the IUPU+ are due by May 15, 2019.

5. Higher Learning Commission #5 - Stephen Hundley, Senior Advisor to the Chancellor & Susan Kahn, Director of Planning and Institutional Improvement Initiatives

Susan Kahn: We now have the final version of the HLC Criteria. In the past there have been suggestions about the kinds of evidence that can be provided.

Curriculum maps are one of the examples given for B.

These are the kinds of things that will be need for the 2020 self-study.

Assessment and PRAC minutes may be presented as evidence, so take good minutes.

Today we are covering Criterion #5 – Resources, Planning, and Institutional Effectiveness

Criterion #5 is focused on campus' fiscal viability, physical facilities and planning processes. The commission wants to make sure that institutions are not struggling for survival, are a real institution with an infrastructure, and operates in a sound way. It also looks at governance, planning, and operational improvements.

Stephen Hundley: This is a retrospective look back. It's one tool to look at how well we are doing. It is not just a lookback. It is actually a check-in to make sure that we have people who are thinking about this and are engaged in this. It is appropriate that we are looking at this on a periodic basis.

Susan Kahn: The documents are getting bigger. The evidence list used to be embedded in the criteria. Now the evidence is a separate document.

The Higher Learning Commission conference is coming up in April.

6. Reflection and Discussion on Past PRAC Guest Speakers – Stephen Hundley

Stephen Hundley: Please look at your handout and take a few minutes to reflect on our previous guest speakers. We would like to know your reactions to the presentation and lessons learning.

Tracy Penny Light:
Krista Walcott: The imbedded discussion questions really helped me connect portfolio process with the information the presenter was sharing.

Tyrone Freeman: Finding ways for students to incorporate their co-curricular experiences into their e-portfolios (e.g., residence hall manager)

Kristin Norris: The ides she presented on the pathways to help students think about integrated learning.

Susan Kahn: Tracy will be the keynote speaker for the EPortfolio track at the Assessment Institute and there is a new Taxonomy for the ePortfolio (will be in the PRAC Box site)

<mark>David Eubanks and Josie Welsh</mark>

Todd Roberson: Eubanks was very interesting. We are doing too much work. We don't need to make things too complicated. We just need a simple way to collect the data. At Kelly our undergraduate assessment is much simpler

<mark>Keston Fulcher</mark> (Feed Pig, Weigh Pig)

Kristin Norris: Think about Assessment across a series of courses

Susan Kahn: I thought that Keston's presentation paired well with the previous presentation. Do something, assess, make improvements, and reassess it. They made me question whether that is the right way and if we are implementing it the way we should.

They both questioned the improvements we make based on the assessments. Keston said there is too much emphasis on assessment and way too less on improvements.

<mark>Giannina Baker</mark>

Kristin Norris: Much talk in the news recently about admissions scandals

Susan Kahn: Those were 5 elite schools. Not endemic to higher education. It is not representative to the vast majority of institutions and students.

Meeting adjourned at 3:01pm

<u>Future PRAC Meeting Dates:</u>

Thursday, April 11. 2019	University Hall 1006
Thursday, May 9, 2019	University Hall 1006

Blast Off: Increasing Retention at IUPUI through Two Signature Co-Curricular Programs

March 21, 2019

PRAC Meeting

Agenda

1. Overview of IUPUI and IUPUI's Division of Student Affairs

2. JagBlast and Weeks of Welcome (WOW) Events

3. Study and Survey Results

4. Next Steps

5. Q&A

IUPUI

- 27,722 students (Fall 2018 Census)
  - ❖ Female: 57 percent
  - ❖ White: 66 percent
  - ❖ Black: 9 percent
  - ❖ Latinx: 7 percent
  - ❖ International: 7 percent
  - ❖ Asian: 6 percent
  - ❖ Age Under 25: 68 percent
- Urban campus with a strong culture of assessment
- 475+ registered student organizations

IUPUI's Division of Student Affairs

- Campus Center and Student Experiences (CCSE)

- Counseling and Psychological Services (CAPS)

- Campus Recreation

- Educational Partnerships and Student Success (EPSS)

- Health and Wellness Promotion (HWP)

- Housing and Residence Life (HRL)

- Student Advocacy and Support (OSAS)

- Student Conduct

- Student Health Services

JagBlast

Background

- Orientation program at IUPUI in the summer

- Academic units and co-curricular departments participate

- Collaboration between EPSS and CCSE staff using scanners to track participants

  ❖ 1,770 JagBlast attendees were identified through The Den

Learning Outcomes

- Recognize the importance of IUPUI campus pride and traditions

- Identify campus activities and student organizations available at IUPUI

- Develop new relationships with peers (incoming classmates); and current student leaders to feel more connected and a part of the IUPUI community

IUPUI

WOW Events

Background

- Creating a welcoming campus environment the first two weeks of the academic year

- 32 events (e.g., Ice Cream Social, Light Up the Night, Field Day, Block Party)

- Collaboration between all units in the Division of Student Affairs, campus partners, and the Indianapolis community

- Effort to use scanners to collect data on attendees and identify them through the Den

    ❖ Of the 1,770 JagBlast attendees, 1,080+ also attended a WOW event

    ❖ 1,526 students attended JagBlast or a WOW event

Learning Outcomes

- Develop a sense of community

- Identify leadership opportunities on campus

- Identify campus resources, offices, and build a campus identity

Methodology

- Undergraduate degree-seeking students enrolled in the fall 2018 semester

- 1,526 (7 percent) undergraduate degree-seeking students attended either JagBlast or a WOW event

- **Research question:** Were students who attended JagBlast or a WOW event more likely to persist in the spring 2019 semester?

- **Limitations:** 1) the study started with students who attended JagBlast. Of those, how many attended a WOW event? 2) Only students who registered through the Den are identified.

	JagBlast or WOW Students		All Undergraduate Degree-Seeking Students
Bachelor's Degree-Seeking	1,510	7%	20,347
Other Degree-Seeking	16	5%	305
Total	1,526	7%	20,652

Characteristics of Attendees

- Students who attended JagBlast or a WOW event were more likely to be:

  - ❖ Female

  - ❖ Latinx

  - ❖ Full-time
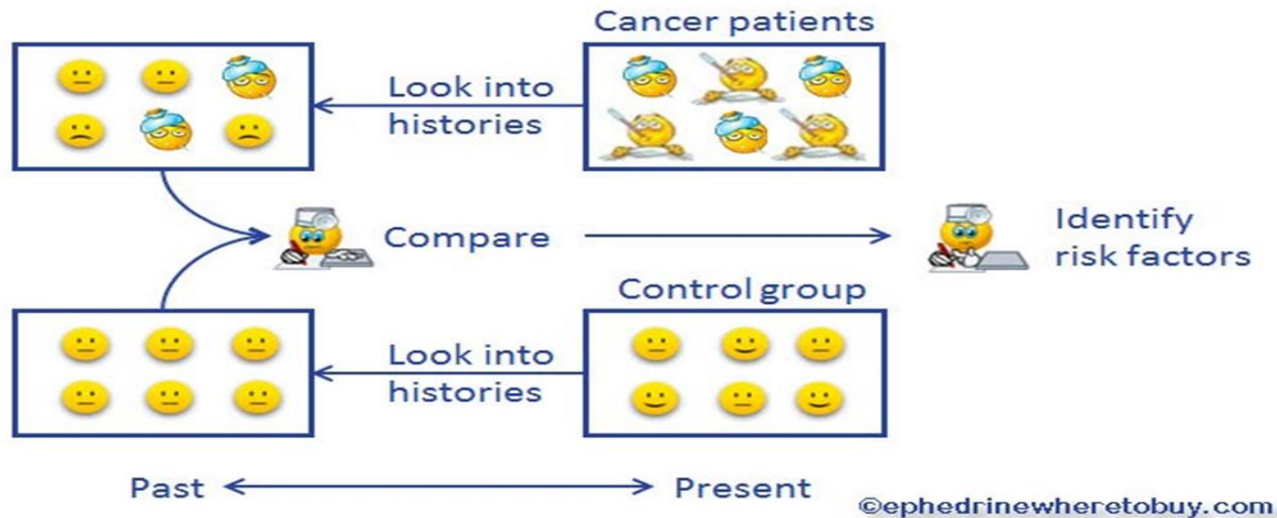
  - ❖ Age Under 25

Propensity Score Matching (PSM)

PSM

- Attempts to estimate the effect of a treatment or other intervention by accounting for the covariates that predict receiving the treatment

- Minimizes selection bias and other confounding factors (e.g., gender, race/ethnicity, age, SAT scores, unmet financial need, major)

Fall-to-Spring Retention at IUPUI

- Propensity score adjusted the comparison of retention rates among JagBlast or WOW attendees, and those who didn't attend JagBlast or a WOW event.

- There was a 7.7 percentage point increase in fall-to-spring retention at IUPUI as a result of attending JagBlast or a WOW event. The difference is statistically significant (p-value <0.001).

	Retained at IUPUI		Total Matched Students
JagBlast or WOW	1,368	89.6%	1,526
No JagBlast or WOW	1,074	81.9%	1,312
Difference		**7.7**	

Fall-to-Spring Retention at IUPUI – Part 2

	JagBlast or WOW	No JagBlast or WOW	Difference statistically significant
Asian	93.2%	91.8%	No
Black	83.9%	71.8%	**Yes**
Latinx	88.4%	85.8%	No
White	90.0%	82.0%	**Yes**
First Generation	84.7%	80.8%	No

Fall-to-Spring Retention at Any IU

- There was a 7.8 percentage point increase in fall-to-spring retention at IUPUI as a result of attending JagBlast or a WOW event. The difference is statistically significant (p-value<0.001).

	Retained at Any IU		Total Matched Students
JagBlast or WOW	1,381	90.5%	1,526
No JagBlast or WOW	1,085	82.7%	1,312
Difference		**7.8**	

Fall-to-Spring Retention at Any IU – Part 2

	JagBlast or WOW	No JagBlast or WOW	Difference statistically significant
Asian	93.2%	91.8%	No
Black	83.9%	71.8%	**Yes**
Latinx	89.6%	86.5%	No
White	91.0%	82.8%	**Yes**
First Generation	86.2%	81.4%	**Yes**

Logistic Regression Models

Factors Predicting Spring Retention at IUPUI

- Attendance at JagBlast or a WOW event (positive)

- Being Asian (positive)

- Taking a higher course load (positive)

- Having a major in the School of Health and Human Sciences, and the School of Science (positive)

- Not being a first generation student (positive)

Factors Predicting Spring Retention at IUPUI

- **Students who attended JagBlast or a WOW** event were **1.59 times more likely to be retained** than students who didn't attend those events

- Compared to Caucasian students, Asian students were **4.00 times more likely to be retained**

- Students with a higher course load were **1.13 times more likely to be retained** than those with a lower course load

- Compared to students in University College, students from the School of Health and Human Sciences, and the School of Science were **2.47 times and 2.19 more likely to be retained**, respectively

- Students who were not first generation were **1.35 times more likely to be retained** than those who were first generation

Factors Predicting Spring Retention at Any IU

- Attendance at JagBlast or a WOW event (positive)

- Being Asian (positive)

- Taking a higher course load (positive)

- Having a major in the School of Business, the School of Health and Human Sciences, and the School of Science (positive)
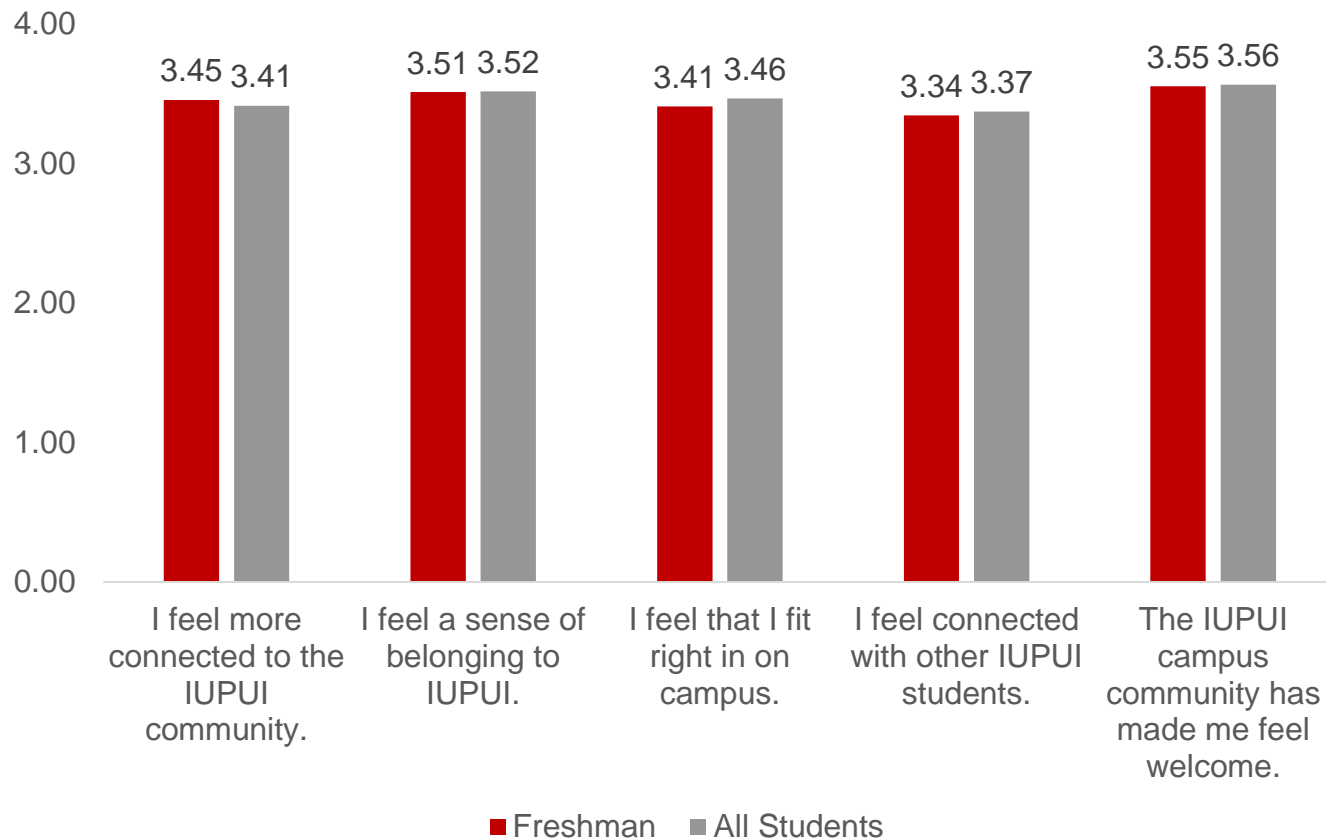
- Not being a first generation student (positive)

Factors Predicting Spring Retention at Any IU

- **Students who attended JagBlast or a WOW** event were **1.61 times more likely to be retained** than students who didn't attend those events

- Compared to Caucasian students, Asian students were **3.69 times more likely to be retained**

- Students with a higher course load were **1.14 times more likely to be retained** than those with a lower course load

- Compared to students in University College, students from the School of Business, the School of Health and Human Sciences, and the School of Science were **3.11, 2.32, and 3.09 times more likely to be retained**, respectively

- Students who were not first generation were **1.34 times more likely to be retained** than those who were first generation

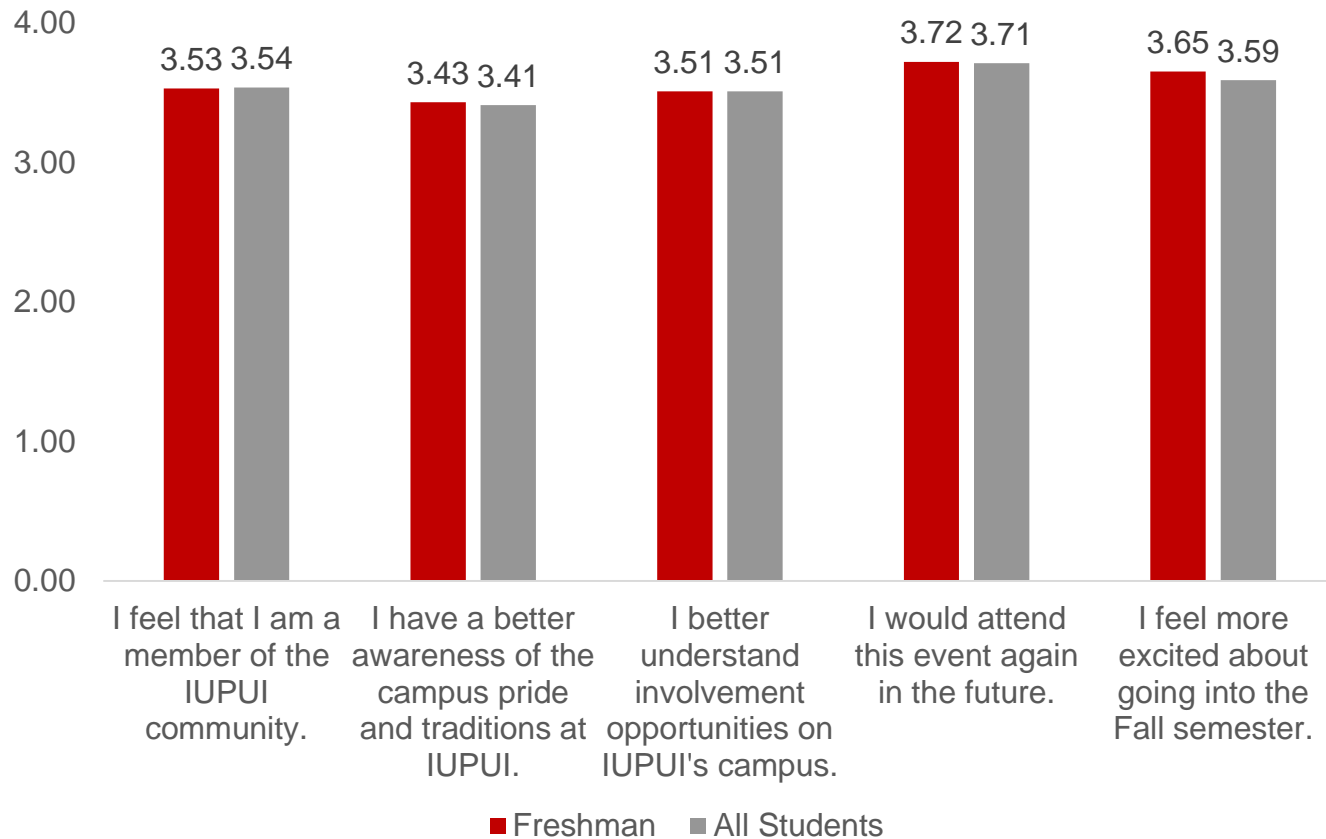# Fall 2018 WOW Survey Results: Sense of Belonging

Sense of Belonging - Part 1

Items are rated on a 4-point Likert-type scale

Sense of Belonging - Part 2

4.00

3.53 3.54   3.43 3.41   3.51 3.51   3.72 3.71   3.65 3.59

3.00

2.00

1.00

0.00

| I feel that I am a member of the IUPUI community. | I have a better awareness of the campus pride and traditions at IUPUI. | I better understand involvement opportunities on IUPUI's campus. | I would attend this event again in the future. | I feel more excited about going into the Fall semester. |

■ Freshman   ■ All Students

Items are rated on a 4-point Likert-type scale

Student Feedback

- "It's great already."

- "More free stuff."

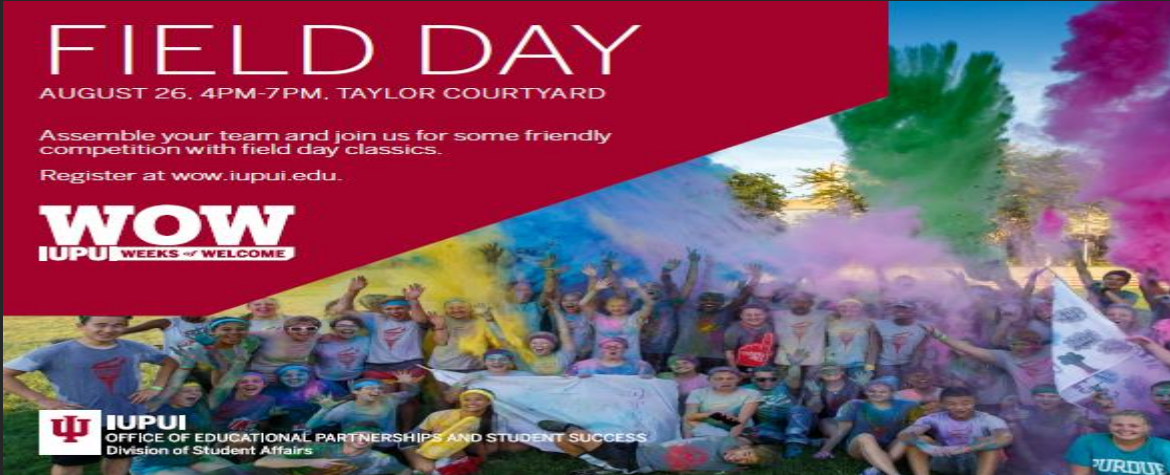- "More ice cream and music! You guys are awesome!"

Next Steps

- Continue to track students who attend both signature co-curricular programs using the ID card swipes/scanners

- Continue to examine the relationship between attendance to those programs and students' fall-to-spring and fall-to-fall retention rates, and their sense of belonging

- Explore the return on investment (ROI) by monetizing the gains in retention

Thank You!

Contact Information

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IUPUI INSTITUTIONAL RESEARCH AND DECISION SUPPORT

Research Brief: NSSE 2018 Results by Class Level

Background: Every three- years IUPUI participates in the National Survey of Student Engagement (NSSE). This report compares IUPUI student responses from 2018 to the 2015 administration and three 2018 comparison groups: Official Peers, all Public Doctoral Institutions, and all NSSE Institutions. The measures in this report include the NSSE Engagement Indicators (p. 2-3) and measures of students' time use (p. 4-5). The ten engagement indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. Three categories of results were highlighted. These are:

Areas of strength: Areas where IUPUI students reported significantly higher engagement than students at peer institutions, all research universities, and the entire NSSE sample.
Assets to protect: Areas where IUPUI students scored at least slightly higher than all three comparison groups.
Issues to be mindful of: Areas where IUPUI students scored lower than at least two comparison groups.

Key Findings:
First Year Students

Areas of strength
- IUPUI first year students reported significantly higher engagement in student-faculty interactions than all first year students who participated in NSSE.

- Three-fourths of IUPUI first-year students reported participating in at least one high impact practice, and 24% reported participating in two. This was significantly greater than first-year students at our peer institutions, other research universities, and at all NSSE institutions.

Assets to protect
- First-year students at IUPUI reported higher exposure to effective teaching practices, such as providing feedback on a test or completed assignment, than students at other institutions.

- Scores on the reflective & integrative learning and learning strategies indicators were slightly higher than first-year students in all three comparison groups.

- About 53% of IUPUI first-year students indicated that they spent 1-20 hours per week doing community service or volunteer activities. This was higher than students at peer institutions, all research institutions, or all NSSE institutions.

Issues to be mindful of
- There are more first-year students who reported working off campus compared to 2015. The percent of the respondents who report working off campus is higher than the entire NSSE sample by 12.5 percentage points.

- Though IUPUI first-year students reported spending less time commuting to campus than in 2015, they did report spending more time commuting to campus than students attending comparison institutions.

- First-year students at IUPUI were slightly less likely to report engaging in quantitative reasoning, such as evaluating what others have concluded from numerical information, than students at peer institutions and all public doctoral institutions.

Senior Students:

Assets to protect

- Sixty-eight percent of IUPUI senior students reported engaging in two or more high impact practices. This percentage was greater than seniors at other public research institutions and all NSSE institutions, but about the same as seniors at peer institutions.

- Higher-Order Learning and Discussions with Diverse Others are important areas to protect for IUPUI seniors. Seniors here reported slightly higher engagement than our comparison groups for senior students in these areas.

Issues to be mindful of

- Measures of Supportive Environment is an issue to be mindful of. IUPUI seniors perceived the environment as being slightly less supportive than students at our peer institutions and all NSSE seniors.

- Although student-faculty interactions was an area of strength for IUPUI first-year students, IUPUI senior students reported lower levels of student-faculty interaction than students at all public doctoral and all NSSE institutions.

- IUPUI seniors scored slightly lower than seniors at peer institutions and all public doctoral institutions with regard to collaborative learning and quantitative reasoning.

- Senior students reported spending more time participating in co-curricular activities then in 2015, but there is still a large percentage of our students who report spending 0 hours per week compared to our peers and all NSSE institutions.

- There are more senior students who report working off campus compared to 2015. The percent of respondents who report working off campus is higher than all NSSE participants by 13.6 percentage points.

A table of the specific items linked to each engagement indicator can be found in Appendix A. Further information about the NSSE Engagement Indicators can be found on the NSSE website at: https://nsse.indiana.edu/html/engagement_indicators.cfm
Copies of all NSSE reports are available on the IRDS website at https://irds.iupui.edu/students/student-surveys/nsse/index.html.

Contact Information: Steve Graunke, Director of Institutional Research and Decision Support, sgraunke@iupui.edu and Tom Kirnbauer, tkirnbau@iu.edu

First Year Students *Engagement Indicators**	IUPUI 2018		IUPUI 2015	Official Peers	All Public Doctoral	All NSSE	
	N (IUPUI)	*Mean*	*Mean*	*Mean*	*Mean*	*Mean*	*Descriptor*
Academic Challenges							
Higher-Order Learning	809	37.89	41.17	38.14	37.51	37.44	
Reflective and Integrative Learning	859	36.09	36.36	35.06	34.64	34.75	**Asset to protect**
Learning Strategies	790	39.57	40.67	37.66	37.45	37.53	**Asset to protect**
Quantitative Reasoning	794	26.71	28.36	28.62	28.06	26.80	**Issue to be mindful of**
Learning with Peers							
Collaborative Learning	896	34.59	34.25	34.07	40.14	39.10	**Issue to be mindful of**
Discussions with Diverse Others	789	41.63	42.22	41.85	40.14	39.10	
Experiences with Faculty							
Student-Faculty Interaction	840	23.19	23.14	20.37	20.51	19.66	**Area of Strength**
Effective Teaching Practices	815	39.72	40.17	37.37	37.49	37.49	**Asset to protect**
Campus Environment							
Quality of Interactions	738	41.89	41.37	40.97	40.97	41.21	**Asset to protect**
Supportive Environment	766	36.36	37.94	36.33	36.38	35.09	

Scale for Engagement Indicators are 0-60

Seniors *Engagement Indicators**	IUPUI 2018 *N (IUPUI)*	*Mean*	IUPUI 2015 *Mean*	Official Peers *Mean*	All Public Doctoral *Mean*	All NSSE *Mean*	*Descriptor*
Academic Challenges							
Higher-Order Learning	993	40.88	40.65	38.62	39.03	39.45	**Asset to protect**
Reflective and Integrative Learning	1038	37.96	38.82	36.60	36.98	37.63	
Learning Strategies	956	38.57	40.39	37.74	37.59	37.82	
Quantitative Reasoning	956	29.16	28.75	29.89	29.97	29.22	**Issue to be mindful of**
Learning with Peers							
Collaborative Learning	1060	32.97	31.17	33.43	33.63	32.55	**Issue to be mindful of**
Discussions with Diverse Others	956	43.21	42.48	42.44	40.99	40.11	**Asset to protect**
Experiences with Faculty							
Student-Faculty Interaction	1009	22.80	21.47	21.89	23.10	23.21	**Issue to be mindful of**
Effective Teaching Practices	992	38.81	39.30	37.51	38.37	38.79	
Campus Environment							
Quality of Interactions	870	41.42	42.51	40.07	40.83	41.58	
Supportive Environment	947	30.45	31.63	32.19	32.19	31.39	**Issue to be mindful of**

*Scale for Engagement Indicators are 0-60

The figures below display the percentage of students who participated in High-Impact Practices. Both figures include participation in service-learning, a learning community, and research with faculty. The senior figure also includes participation in an internship or field experience, study abroad, and culminating senior experience. The first segment in each bar shows the percentage who participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.

First-year

	Participated in two or more HIPs	Participated in one HIP
IUPUI	24%	51%
IUPUI Official Peers	16%	44%
All Public Doctoral	12%	46%
All NSSE	9%	46%

Senior

	Participated in two or more HIPs	Participated in one HIP
IUPUI	68%	21%
IUPUI Official Peers	68%	22%
All Public Doctoral	59%	26%
All NSSE	59%	25%
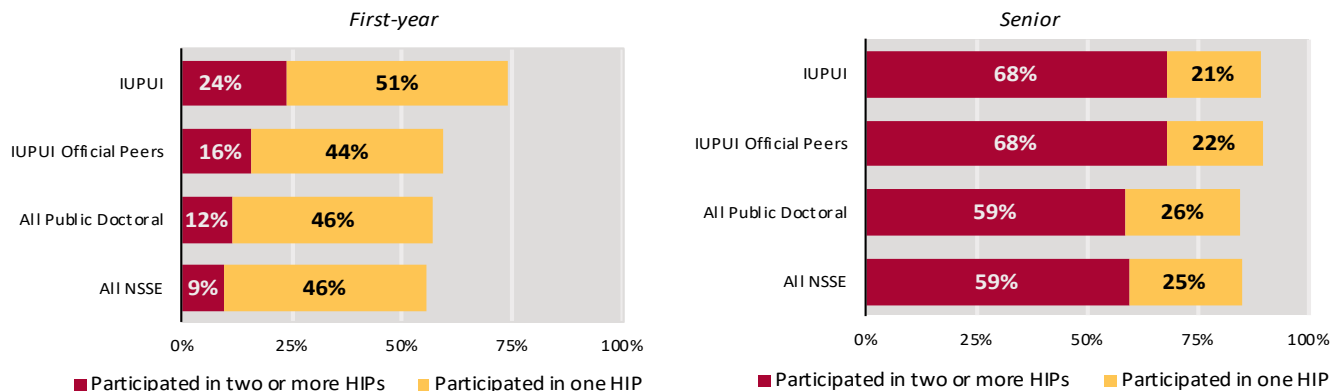
The table below displays the percentage of IUPUI students who participated in a given High-Impact Practice, including the percentage who participated in at least one or in two or more HIPs. It also graphs the difference, in percentage points, between IUPUI students and those in comparison groups. Crimson bars indicate how much higher the IUPUI percentage is compared to the comparison group. Black bars indicate how much lower your institution's percentage is compared to the comparison group.

		IUPUI students' participation compared with:		
	IUPUI	**IUPUI Official Peers**	**All Public Doctoral**	**All NSSE**
First-year	%	Difference [a]	Difference [a]	Difference [a]
Service-Learning	65	+15	+15	+15
Learning Community	31	+9	+15	+19
Research with Faculty	5	+0	-0	+0
Participated in at least one	74	+15	+17	+19
Participated in two or more	24	+8	+12	+24
Senior				
Service-Learning	72	+19	+16	+14
Learning Community	30	+5	+6	+7
Research with Faculty	23	-1	-1	-0
Internship or Field Exp.	52	+2	+3	+3
Study Abroad	15	+1	+1	+1
Culminating Senior Exp.	50	+4	+9	+6
Participated in at least one	89	-1	+4	+4
Participated in two or more	68	+0	+9	+9

a. Percentage point differences (institution – comp. group) rounded to whole numbers. Values less than one may not display a bar and may be shown as +0 or -0.

Note: Participation includes the percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project. All results weighted by institution-reported sex and enrollment status (and by institution size for comparison groups).

First Year Students						
Time Spent:		IUPUI 2018 (%)	IUPUI 2015 (%)	Official Peers 2018 (%)	All Public Doctoral 2018 (%)	All NSSE 2018 (%)	Descriptor
Preparing for class	0 Hours per week	0.1	0.5	0.3	0.5	0.5	
	1-20	78.9	74.0	73.2	76.5	75.1	
	21-29	16.6	20.0	19.6	17.2	17.8	
	More than 30	4.4	5.5	6.9	5.8	6.6	
Participating in co-curricular activities	0 Hours per week	37.0	42.9	32.7	31.1	35.2	
	1-20	59.8	55.9	62.4	64.5	60.3	
	21-29	2.8	0.5	3.8	3.2	3.3	
	More than 30	0.4	0.7	1.0	1.2	1.3	
Working for pay **on campus**	0 Hours per week	81.1	85.1	82.3	81.0	81.3	
	1-20	16.6	13.6	14.6	16.7	16.7	
	21-29	1.8	0.9	2.4	1.8	1.4	
	More than 30	0.4	0.5	0.8	0.6	0.5	
Working for pay **off campus**	0 Hours per week	53.0	56.2	66.8	70.1	65.5	**Issue to be mindful of**
	1-20	31.4	29.8	23.3	20.6	22.9	
	21-29	11.3	9.1	7.1	6.3	6.4	
	More than 30	4.3	4.9	2.7	3.1	5.3	
Doing community service or volunteer work	0 Hours per week	46.3	45.2	54.7	57.9	59.2	**Asset to Protect**
	1-20	52.6	53.4	43.2	40.5	39.2	
	21-29	0.8	1.4	1.7	1.2	1.1	
	More than 30	0.4		0.4	0.4	0.5	
Relaxing and socializing	0 Hours per week	0.9	2.3	1.6	1.8	2.3	
	1-20	84.9	83.2	81.8	81.3	81.7	
	21-29	8.4	8.6	9.5	9.7	9.3	
	More than 30	5.8	5.8	7.1	7.2	6.7	
Providing care for dependents	0 Hours per week	74.2	70.3	78.7	78.9	74.0	
	1-20	23.5	25.3	18.4	18.2	20.8	
	21-29	1.2	0.9	1.7	1.3	1.6	
	More than 30	1.2	3.5	1.1	1.6	3.6	
Commuting to campus	0 Hours per week	26.6	15.2	35.0	36.3	39.3	**Issue to be minful of**
	1-20	69.9	82.9	61.8	60.5	57.4	
	21-29	2.1	0.9	2.0	1.7	1.8	
	More than 30	1.3	0.9	1.2	1.4	1.5	

Time Spent:		IUPUI 2018 (%)	IUPUI 2015 (%)	Official Peers 2018 (%)	All Public Doctoral 2018 (%)	All NSSE 2018 (%)	Descriptor
	Senior Students						
Preparing for class	0 Hours per week	0.3	0.0	0.5	0.5	0.5	
	1-20	76.6	77.7	71.1	73.9	73.1	
	21-29	15.7	14.2	18.1	16.6	17.4	
	More than 30	7.4	8.0	10.3	9.0	9.0	
Participating in co-curricular activities	0 Hours per week	55.3	61.0	42.9	40.5	42.9	**Issue to be mindful of**
	1-20	40.7	36.7	52.8	54.9	52.2	
	21-29	3.0	1.4	3.1	3.1	3.3	
	More than 30	1.1	0.9	1.2	1.5	1.6	
Working for pay **on campus**	0 Hours per week	75.0	76.3	75.2	72.9	73.3	
	1-20	19.1	18.4	19.8	22.7	23.1	
	21-29	4.2	3.2	3.4	3.0	2.4	
	More than 30	1.7	2.0	1.6	1.4	1.2	
Working for pay **off campus**	0 Hours per week	28.5	33.4	39.9	43.9	42.1	**Issue to be mindful of**
	1-20	32.9	26.5	29.1	27.0	27.4	
	21-29	17.7	16.8	14.5	12.9	11.9	
	More than 30	21.0	23.2	16.5	16.2	18.7	
Doing community service or volunteer work	0 Hours per week	48.6	50.0	50.3	50.3	50.1	
	1-20	49.5	47.8	47.5	47.2	47.5	
	21-29	1.3	1.5	1.4	1.5	1.5	
	More than 30	0.6	0.7	0.8	1.0	1.0	
Relaxing and socializing	0 Hours per week	3.3	3.1	3.2	3.3	3.3	
	1-20	87.2	86.6	83.9	84.1	84.8	
	21-29	5.5	6.4	7.6	7.3	7.1	
	More than 30	4.0	3.9	5.2	5.4	4.9	
Providing care for dependents	0 Hours per week	63.9	57.1	67.7	68.0	64.5	
	1-20	20.4	25.6	22.5	21.2	22.2	
	21-29	2.3	3.5	2.3	2.3	2.5	
	More than 30	13.4	13.7	7.4	8.5	10.8	
Commuting to campus	0 Hours per week	8.7	5.0	13.4	13.9	21.7	**Issue to be mindful of**
	1-20	86.6	92.3	83.0	82.2	74.6	
	21-29	1.7	0.9	2.0	1.9	1.8	
	More than 30	3.0	1.8	1.6	2.1	1.9	

Academic Challenges

Higher-Order Learning [a]

    Applying facts, theories, or methods to practical problems or new situations

    Analyzing an idea, experience, or line of reasoning in depth by examining its parts

    Evaluating a point of view, decision, or information source

    Forming a new idea or understanding from various pieces of information

Reflective and Integrative Learning [b]

    Combined ideas from different courses when completing assignments

    Connected your learning to societal problems or issues

    Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments

    Examined the strengths and weaknesses of your own views on a topic or issue

    Tried to better understand someone else's views by imagining how an issue looks from his or her perspective

    Learned something that changed the way you understand an issue or concept

    Connected ideas from your courses to your prior experiences and knowledge

Learning Strategies [b]

    Identified key information from reading assignments

    Reviewed your notes after class

    Summarized what you learned in class or from course materials

Quantitative Reasoning [b]

    Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)

    Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)

    Evaluated what others have concluded from numerical information

[a] Stem: During the current school year, to what extent have your instructors done the following?
  Scale: 1 = "Very little", 2 = "Some", 3 = "Quite a bit", 4 = "Very Much"
[b] Stem: During the current school year, about how often have you done the following?
  Scale: 1 = "Never", 2 = "Sometimes", 3 = "Often", 4 = "Very Often"

Learning with Peers

Collaborative Learning [a]

    Asked another student to help you understand course material

    Explained course material to one or more students

    Prepared for exams by discussing or working through course material with other students

    Worked with other students on course projects or assignments

Discussions with Diverse Others [b]

    People from a race or ethnicity other than your own

    People from an economic background other than your own

    People with religious beliefs other than your own

    People with political views other than your own

[a] Stem: During the current school year, about how often have you done the following?
  Scale: 1 = "Never", 2 = "Sometimes", 3 = "Often", 4 = "Very Often"
[b] Stem: During the current school year, about how often have you had discussions with people from the following groups?
  Scale: 1 = "Never", 2 = "Sometimes", 3 = "Often", 4 = "Very Often"

Experiences with Faculty

Student-Faculty Interaction [a]

Talked about career plans with a faculty member

Worked w/faculty on activities other than coursework (committees, student groups, etc.)

Discussed course topics, ideas, or concepts with a faculty member outside of class

Discussed your academic performance with a faculty member

Effective Teaching Practices [b]

Clearly explained course goals and requirements

Taught course sessions in an organized way

Used examples or illustrations to explain difficult points

Provided feedback on a draft or work in progress

Provided prompt and detailed feedback on tests or completed assignments

[a] Stem: During the current school year, about how often have you done the following?
  Scale: 1 = "Never", 2 = "Sometimes", 3 = "Often", 4 = "Very Often"
[b] Stem: During the current school year, to what extent have your instructors done the following?
  Scale: 1 = "Very little", 2 = "Some", 3 = "Quite a bit", 4 = "Very Much"

Campus Environment

Quality of Interactions [a]

Students

Academic advisors

Faculty

Student services staff (career services, student activities, housing, etc.)

Other administrative staff and offices (registrar, financial aid, etc.)

Supportive Environment [b]

Providing support to help students succeed academically

Using learning support services (tutoring services, writing center, etc.)

Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)

Providing opportunities to be involved socially

Providing support for your overall well-being (recreation, health care, counseling, etc.)

Helping you manage your non-academic responsibilities (work, family, etc.)

Attending campus activities and events (performing arts, athletic events, etc.)

Attending events that address important social, economic, or political issues

[a] Stem: Please indicate the quality of your interactions with the following people at your institution
  Scale: 7- point scale where 1 = "Poor" and 7 = "Excellent"
[b] Stem: How much does your institution emphasize the following?
  Scale: 1 = "Very little", 2 = "Some", 3 = "Quite a bit", 4 = "Very Much"

PROVIDING EVIDENCE FOR THE CRITERIA FOR ACCREDITATION

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 institutional materials or conducting a review.

IDENTIFYING EVIDENCE

The evidence an institution provides to demonstrate that it complies with HLC's Criteria should do the following:

- Substantiate the facts and arguments presented in its institutional narrative.

- Respond to the prior peer review team's concerns and recommendations.

- Explain any nuances specific to the institution.

- Strengthen the institution's overall record of compliance with HLC's requirements.

- Affirm the institution's overall academic quality and financial sustainability and integrity.

HLC encourages institutions to provide thorough evidence and ensure that the sources it selects are relevant and persuasive. To identify compelling evidence, it may be helpful to consider the three categories of evidence presented in *Black's Law*: clear, corroborating and circumstantial.

- **Clear evidence** is precise, explicit and tends to directly establish the point it is presented to

support. Institutions should provide clear evidence of their compliance with each Core Component.

> *Example:* Clear evidence that a president was duly appointed by an institution's board would be a board resolution or meeting minutes showing a motion and vote to hire the president.

- **Corroborating evidence** is supplementary to evidence already given and tends to strengthen or confirm it. This type of evidence can be useful in illustrating points made in the institution's narrative, but it may not be persuasive to peer reviewers on its own.

> *Example:* Corroborating evidence that a president was duly appointed by an institution's board would be a copy of the offer letter addressed to the president.

- **Circumstantial evidence** establishes a condition of surrounding circumstances, from which the principal fact may be inferred. This type of evidence is never sufficient on its own.

> *Example:* Circumstantial evidence that a president was duly appointed by an institution's

board would be a copy of a letter from the president to the chair of the board, accepting the presidential appointment.

Finally, institutions should remember the peer review team will base much of its recommendations on the evidence presented. In order to identify whether any gaps exist in the institution's evidence, it is recommended institutions analyze each Core Component from the perspective of the peer review team. Peer reviewers will consider all materials presented and ask questions if they determine information is missing, but it is ultimately the institution's responsibility to present evidence of their compliance with the Criteria.

POSSIBLE SOURCES OF EVIDENCE

The following are examples of the types of information institutions may present in addressing the Core Components. This list was developed based on input from institutions and peer reviewers.

Important: Please note that the sources are not exhaustive, and institutions may provide different information relevant to their specific context and mission. The examples will not be applicable to all institutions. Further, institutions are not required to use these examples and peer reviewers should defer to institutional preference instead of requiring the sources listed. This document is not intended to serve as a checklist.

CRITERION 1. 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 the institution's operations.

Examples
- Documentation of the history, development and adoption of the institution's mission statement.
- Documentation the mission statement is regularly reviewed by the administration and reviewed and approved by the governing board.
- Documentation that academic programs, student support services and planning and

budgeting priorities align with the mission (e.g., documents with budget allocations to instruction, student services, etc.)
- Enrollment profile.
- Information about new student, employee, and board member orientation that imparts the mission.

1.B. The mission is articulated publicly.

Examples
- Information about where the mission statement, purpose, vision, values, plans and goals are located and their accessibility to staff, faculty, students and the general public.
- Documentation of the policies and actions implemented or discontinued to achieve clearer alignment between an institution's practices and its mission.
- Recruitment materials.

1.C. The institution understands the relationship between its mission and the diversity of society.

Examples
- Documentation of how diversity and inclusion are addressed in the institution's mission documents and strategic plan.
- Student demographics and enrollment strategies that demonstrate a focus on diversity and inclusion.
- Student learning outcomes across all programs address diversity and inclusion.
- List of on-campus centers, offices and committees that address societal diversity and inclusion.
- List of student organizations that support societal diversity and inclusion.
- Listing of activities that the institution hosts or participates in that emphasize diversity and inclusion.

1.D. The institution's mission demonstrates commitment to the public good.

Examples
- The institution's mission documents, if it specifically addresses the institution's role in the community.

- List of efforts, programs and certificates that meet community or constituent needs.

- Information about the institution's sustainability program.

- A list of partnerships and consulting arrangements with local businesses.

- Documentation of public events and series the community is able to attend.

- Documentation of the utilization of campus facilities by community.

- Engagement of faculty, staff, and students in community (i.e., community service, service-learning, etc.).

CRITERION 2. 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.

Examples
- Hiring qualifications and processes for faculty and staff, including a search committee procedure or handbook.

- External (independent) and internal audits since last comprehensive evaluation.

- Investment policy and documentation demonstrating compliance.

- Internal budget control policies.

- Bond rating since last comprehensive evaluation, if available.

- Schedule of and minutes for Board audit and/or finance committee meetings.

- Documentation supporting ongoing training related to integrity issues and ethical behavior for all employees and board members (e.g., sexual harassment, sexual assault, campus-safety, etc.).

- Annual conflict of interest affirmation forms signed by board and senior leadership.

- Handbooks for employees (staff and/or faculty), students, student athletes (if applicable).

- List of auxiliary functions and information about each (e.g., dining services, residential life, bookstore, parking, student health services).

- Grievance policy for faculty, staff and students if not delineated in faculty, staff and student handbooks.

- Academic catalog.

- Institutional policies on non-discrimination, anti-harassment, FERPA, anti-nepotism, intellectual property, Title IX, etc.

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.

Examples
- Academic catalog that includes program requirements for all degree levels.

- Course schedule for all degree levels offered.

- Published list of all current accreditations and statuses.

- Listing of tuition and fees and net price calculator.

- Faculty and staff roster.

- Recruitment and admissions documents for prospective students indicating requirements for institutional and program entry.

- Information pertaining to the entity that is responsible for the fiscal and operational oversight of the institution.

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.

Examples
- Board manual, policies and bylaws, including a conflict of interest policy.

- List and bios of board members.

- Documentation of the selection process for board members and for selection of chair, vice-chair, etc.

- Dates, agendas and minutes of board meetings for multiple years (and town hall or community meetings with the board).
- On-boarding and orientation process for new board members.
- Information about professional development and training for board members.
- Board approval of planning and budgeting documents.
- Board selection, evaluation, and right to terminate president of institution.
- Board self-evaluation.

2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Examples
- Institutional learning principles.
- Listing of activities supported and sponsored by the institution that allow for a discussion of varying views and opinions.
- Policy on freedom of expression and/or academic freedom.
- Course listing including the range of options for general education courses.
- Policies and procedures for peaceful assembly of students.
- Statement on censorship.

2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff.

Examples
- Research opportunities and policies.
- Policy on academic integrity.
- Protocol, by-laws, and training documentation for Institutional Review Board (or similar entity).
- Institutional animal care and research policy, if appropriate.
- Training programs on plagiarism, citations, use of library resources, online research, etc.
- Applicable policies and procedures in student and faculty handbooks, including student honor code.

- Judicial affairs or student conduct meeting and training agendas.
- Information about sponsored program and grant office.
- Documentation of research symposia, highlighting faculty and student scholarship.

CRITERION 3. 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.

Examples
- Academic catalog.
- Documentation that the institution is in compliance with federal policy for credit hour requirements, where appropriate.
- Agendas and minutes from graduate council, faculty senate and/or curriculum review committee meetings.
- Examples of course- and program-learning goals for each degree level across all modes and locations.
- A syllabus template or guidelines for course outlines.
- Documentation that supports the method in which the institution determines program levels, e.g., Bloom's Taxonomy of Learning Domains or other methodology or framework.
- Program-level admission requirements.
- External reviews conducted of programs.
- Documentation of any linkages between undergraduate and graduate level programs and differentiation of student learning outcomes by level.

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.

Examples
- Documentation of the process for developing curriculum and course outlines.

- List of graduate and undergraduate internship and practica program sites.

- Agendas and minutes of committees related to educational programs.

- Departmental improvement plans.

- Agendas, minutes and activities of multicultural committees.

- General education learning goals and curriculum.

- Notification from the state that the institution meets the state requirements for general education coursework, if applicable.

- Notable faculty and student achievements relative to scholarship and creative work.

- Dual credit guidelines.

- Documentation that programs meet programmatic accreditation requirements.

- Research symposia.

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

Examples
- Statement on faculty expectations and minimum qualifications.

- Student-to-faculty ratio (overall, on-ground, online).

- Faculty handbook.

- Summary of qualifications of Student Affairs staff.

- Documentation of professional development and training opportunities for staff and faculty, including support for instructional design.

- Sabbatical policy.

- Complete faculty roster (full-time, part-time, adjunct, online, dual credit) with information on highest degree and teaching content area with evidence of courses taught.

- Guidelines and process for hiring faculty (includes full-time, part-time, adjunct, online, dual credit) ensuring compliance with HLC and specialized accreditors, as appropriate.

- Faculty and staff professional development plans and annual evaluations.

- Orientation program for all faculty (adjunct, full-time, part-time, dual credit, online).

3.D. The institution provides support for student learning and effective teaching.

Examples
- Student handbook.

- Academic catalog.

- List of student support services, disability services, financial aid, advising, career counseling, campus childcare, cocurricular activities and health services (include for all modalities).

- Information about writing and math assistance, tutoring programs, or other support provided to students.

- Schedule or documentation of student activities, programming and organizations.

- Listing of Veteran's affairs office activities.

- Listing of remedial or developmental courses.

- Documentation on how campus advising works (matriculation through graduation).

- Information about computer labs, clinical sites, scientific labs and performance spaces.

- First-year experience program (academic and cocurricular).

- Documentation of undergraduate and graduate student processes and research.

- Documentation of programming offered by residence life and Student Affairs.

- Plagiarism and academic integrity training.

- Information about libraries and resources (e.g., interlibrary loan, reference services, Ask a Librarian).

- Information about utilization of data from internal resources and external national surveys, such as the National Survey of Student Engagement or Community College Survey of Student Engagement.

3.E. The institution fulfills the claims it makes for an enriched educational environment.

Examples
- Sample evaluations of activities that support the learning claimed in activity.
- A sample of academic student organizations and clubs demonstrating the diversity of groups on campus.
- Agendas and minutes from student athlete advisory committee and/or student government association.
- Information about athletic academic services.
- A list of fine arts offerings.
- Documentation of partnerships with internal and external entities to offer community service opportunities or service-learning experiences.
- Documentation of any volunteer clubs and detail of student participation.
- Campus newspapers, magazines, radio programming, and/or cable TV shows.
- List of cultural events and research and academic symposiums.
- Study abroad opportunities.

CRITERION 4. 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.

Examples
- Program review policy, processes, schedule and guidelines.
- Sample program review.
- Program advisory board agendas and minutes.
- Curriculum review committee minutes.
- Transfer credit policies, course equivalency guides, and credit validation process for prior learning and third-party providers.

- Transfer student resources.
- Advanced Placement and College Level Examination Program policies and procedures.
- Academic catalog, specifically information about transfer credit and experiential learning.
- Internal and external curricular review process.
- Guidelines for hiring faculty and a hiring process.
- Dual credit programs and guidelines.
- Published list of all current accreditations and statuses.
- Data on where students go after graduation, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships and special programs (e.g., Peace Corps and AmeriCorps).
- State degree requirements and evidence of compliance.
- Documentation of a process for reviewing, approving and implementing new programs.
- Licensure or certification exam results.
- Surveys of alumni.
- Articulation agreements with other institutions.
- Documentation of engagement of faculty, academic administration, and governing board in academic program review process.

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

Examples
- General education and course-, program- and institutional-level learning goals and outcomes.
- Annual reports of the assessment process.
- Faculty senate minutes.
- Curriculum maps.
- Faculty expectations and evaluation processes.
- Assessment and/or curriculum committee minutes.
- Meeting minutes and agendas demonstrating departmental use of assessment data with evidence of action taken based on review and analysis of data.

- Institutional learning outcomes and rubrics.
- Documentation of cocurricular assessment and improvements based on data.
- Assessment plan and/or process and calendar/cycle.
- Documents and reports using direct measures for 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.

Examples
- Current rates of and goals for institutional persistence, retention and completion (include the institution's definitions of these terms).
- Strategies or initiatives implemented based on review and analysis of data to make improvements in persistence, retention and completion, such as agendas, meeting minutes and action items of units working in these areas.
- Enrollment management plan.
- Documentation of a consortium for student retention data exchange.
- Information about the institution's student success center.
- Documentation of utilization of datasets to make improvements.
- Analysis of graduation and retention rates by distinctive student populations (e.g., age, gender, race, ethnicity, first-generation status).
- Documentation of campus services to support student needs (e.g., writing center, math tutoring, study skills, time management, etc.).
- Suspension and probation trends.
- Student advising procedures and policies.
- Participation in Federal TRiO programs as it relates to persistence, completion, and retention, if applicable.
- Student exit survey results and action taken to address as applicable.

CRITERION 5. 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.

5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

Examples
- Independent audited financial statements and Composite Financial Index patterns for multiple years.
- Documentation of investments in facilities and technology, including deferred maintenance.
- Campus master plan including additions and deferred maintenance.
- Policy for faculty and staff credentials.
- Information about training and professional development for faculty and staff.
- Documentation of strategic plan investments.
- Budget requests and procedures delineating flow of decision-making.
- Projected budgets/Pro-forma.
- Compliance with bank covenants and lines of credit.
- Endowment drawdown policy.
- Process for monitoring expenses.
- Mission statement and activities of institution's foundation or advancement office.
- Fundraising documentation and results.
- Enrollment plan, current enrollment and projections.
- Allocation of budget for instruction, strategic plan, mission, professional development, etc.
- Duration and amount of grants received by the institution.
- Evidence of linkage to planning initiatives related to current educational programs.
- Collective bargaining agreement(s).

5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

Examples
- List of campus committees and teams, such as faculty or university senate, assessment committee, general education committee, library committee, etc.
- Bylaws, policies, procedures and schedules for the institution's faculty or university senate, student government association, staff senate or council, and governing board.
- Documentation outlining the organizational structure.
- Document resolutions and meeting minutes of different constituent groups.
- Agendas and minutes of governing board demonstrating knowledge and oversight of finances and academic functions.

5.C. The institution engages in systematic and integrated planning.

Examples
- History and process of strategic plan creation and constituencies involved.
- Annual updates to strategic plan.
- Budget requests and procedure for budget planning.
- Budget allocation by major area.
- Budget projections for multiple years.
- Enrollment management plan.
- Environmental scan results.
- Evidence of resources used to aid in planning activities, such as, state reports on demographics, industry/vocational employment demands, etc.
- Facilities and technology plans.
- Evidence of attainment of strategic planning goals.
- Documentation delineating linkage between planning, budgeting and evaluation/assessment.

5.D. The institution works systematically to improve its performance.

Examples
- Retention and completion data and reports.
- Student success data and reports.
- Documentation of institutional effectiveness plans and strategies, including goals and measureable outcomes for identified functional areas.
- Student learning and academic program assessment documentation.
- Documentation regarding assessments of and satisfaction with facilities, libraries, technology, human resources, security, and other services (e.g., counseling, dining, residence life, student recreation, student activities, parking, etc.).
- Key performance indicators/dashboard.
- Meeting minutes, agendas and/or task lists indicating review and analysis of data to inform improvements of operational activities (e.g., counseling, residence life, IT, parking, student activities).

CRITERIA REVISION

HLC is developing revisions to the Criteria based on findings from an evaluation of the Criteria conducted in 2017. An alpha version of the proposed changes was published for comment in March 2018, and a beta version will be shared in November 2018. Learn more at hlcommission.org/criteria.

HIGHER LEARNING COMMISSION

HLC Policy

Policy Title: Criteria for Accreditation

Number: CRRT.B.10.010

HLC's Board of Trustees considers clarifying modifications to the Criteria for Accreditation and the Assumed Practices annually, usually with first reading in February and second reading in June.

Criteria Revision Project

HLC is required to initiate a review of its Criteria for Accreditation every five years. Earlier this year, a draft alpha version was published, comments were received, and adjustments have been made to the draft Criteria language. A beta version was sent to HLC's Board of Trustees in November 2018 and approved as a proposed policy on first reading.

After a comment period, the Board will consider adoption of the Criteria language at its February 2019 meeting, with an effective date of September 1, 2020. Following the February Board meeting, HLC will provide updates about training opportunities, as well as information about the transition to occur within the Assurance System.

Comments Invited

HLC invites comments on this change before the Board takes final action at its meeting on February 28–March 1, 2019. Members are invited to complete a comment form. Comments are due by January 28, 2019.

The Criteria for Accreditation are the standards of quality by which the Commission determines whether an institution merits accreditation or reaffirmation of accreditation. They are as follows:

Criterion 1. Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Core Components

1.A. The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

1.B. The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

1.C. The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.

2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

1.D. The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Criterion 2. Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

Core Components

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.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.

2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

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.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

2. Students are offered guidance in the ethical use of information resources.

3. The institution has and enforces policies on academic honesty and integrity.

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

The institution provides high quality education, wherever and however its offerings are delivered.

Core Components

3.A. The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

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.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and

develops skills and attitudes that the institution believes every college-educated person should possess.

3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

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

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

5. Instructors are accessible for student inquiry.

6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

3.D. The institution provides support for student learning and effective teaching.

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

2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

3. The institution provides academic advising suited to its programs and the needs of its students.

4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

5. The institution provides to students guidance in the effective use of research and information resources.

3.E. The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Criterion 4. 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.

Core Components

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

1. The institution maintains a practice of regular program reviews.

2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

3. The institution has policies that assure the quality of the credit it accepts in transfer.

4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

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

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

3. The institution uses the information gained from assessment to improve student learning.

4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

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.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Criterion 5. 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.

Core Components

5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

4. The institution's staff in all areas are appropriately qualified and trained.

5. The institution has a well-developed process in place for budgeting and for monitoring expense.

5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.

3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

5.C. The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.

2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

5.D. The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.

2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Policy History