



UNO's HLC/AQIP Re-Accreditation Process

*An Overview for
UNO Stakeholders*



UNO's Institutional Accreditation

- UNO has been continuously accredited by the Higher Learning Commission since 1939
- Higher Learning Commission (HLC):
 - One of six regional accrediting bodies for post-secondary degree-granting institutions in the nation
 - Covers a 19 state region, ranging from Illinois to Colorado, and Wyoming to Arizona



Institutional Accreditation vs. Program-specific Accreditation

- HLC accreditation covers the entire institution and includes all academic programs
- In addition, many specific degree programs have sought and been awarded their corresponding discipline-based, program-specific accreditation (*for example, Social Work is accredited by the Council on Social Work Education (CSWE), and Chemistry is accredited by the American Chemical Society (ACS)*)
- Both institutional and program-specific accreditation support quality through adherence to rigorous standards



Pathways to Institutional Accreditation

- HLC has 3 pathway options (*with slightly different requirements and schedules*)
- UNO is on the AQIP Pathway (*Academic Quality Improvement Process*)
- AQIP focuses on Continuous Improvement (*with heavy emphasis on assessment, data, review, decision-making, program enhancement*)



UNO's Re-accreditation, Schedule-Wise

- 2017-18 is year 8 of an 8-year cycle for UNO
- Various reports and supporting evidence are being submitted this year
- A campus visit will take place in March



Why is Institutional Accreditation Important?

- Accreditation provides public accountability, serving as higher ed's primary mechanism to demonstrate quality
- Accreditation is closely tied to federal government oversight. Participation in the federal financial assistance program requires institutional accreditation
- Transfer of credit generally requires institutional accreditation
- Most graduate programs require a student's undergraduate degree to be from an accredited institution



Institutional Re-accreditation Encompasses

- Meeting all of the standards outlined within:
 - AQIP categories/sub-categories
 - HLC criteria/core components
 - Federal Compliance requirements
 - Assumed Practices
- And, for all AQIP items, provision of evidence/documentation regarding:
 - Policies/procedures/programming
 - Assessment processes
 - Actual data
 - Data review process
 - Improvements/program changes based on data



Examples of Assessment in Place at UNO that Cross Programs

- Academic Program Review
- Program-specific Accreditation
- End-of-Program Student Learning Outcomes
- Gen Ed Student Learning Outcomes
- Collegiate Learning Assessment (CLA+)
- New Student Wellness Survey
- National Survey of Student Engagement
- 'Your First College Year' Survey
- Post-Graduation Plans Survey



AQIP Categories/Sub-Categories (22)

- **Helping Students Learn**
 - Common Learning Outcomes (gen ed)
 - Program Learning Outcomes
 - Academic Program Design
 - Academic Program Quality (across all modalities)
 - Academic Integrity
- **Meeting Student and Other Stakeholder Needs**
 - Current and prospective students' need
 - Retention, persistence, completion
 - Key stakeholder needs (alumni, community)
 - Complaint processes
 - Collaborations and Partnerships
- **Valuing Employees**
 - Recruiting, hiring, orienting
 - Employee evaluation and recognition
 - Professional development and support
- **Planning and Leading**
 - Mission and Vision
 - Strategic Planning
 - Leadership and Governance
 - Organizational Integrity
- **Knowledge Management and Resource Stewardship**
 - Knowledge Management
 - Resource Management
 - Operational Effectiveness
- **Quality Overview**
 - Quality Improvement Initiatives (CQI)
 - Culture of Quality



HLC Criteria/Core Components (21)

- **Mission**
 - Broadly understood
 - Articulated publicly
 - Diversity
 - Public Good
- **Integrity, Ethical, Responsible Conduct**
 - Financial, academic, personnel, auxiliary
 - Transparency, honesty
 - Board is sufficiently autonomous
 - Freedom of expression, pursuit of truth
 - Research, scholarly practice, etc.,
- **Teaching/Learning: Quality, Resources, Support**
 - Degree programs appropriate to Higher Ed
 - Demonstrate intellectual inquiry is integral
 - Has the needed faculty, staff for effective, high quality programs and services
 - Support for student learning, effective teaching
 - Fulfill claims for enriched educational environment
- **Teaching/Learning: Evaluation and Improvement**
 - Demonstrate responsibility for quality of ed programs (program reviews)
 - Demonstrate commitment to ed achievement through ongoing assessment of student learning
 - Demonstrate commitment to ed improvement through ongoing attention to retention, persistence, completion
- **Resources, Planning, and Institutional Effectiveness**
 - Institution's resource base supports current programs and plans for maintenance and strengthening
 - Governance and administrative structures promote effective leadership and collaborative processes enabling to fulfill mission
 - Institution engages in systematic and integrated planning
 - Institution works systematically to improve its performance



Federal Compliance Requirements

- Assignment of *Credits, Program Length, and Tuition*
- Institutional records of *Student Complaints*
- Publication of *Transfer Policies*
- Practices for Verification of *Student Identity*
- *Title IV* Program Responsibilities
- *Required Information* for Students and the Public
- *Advertising and Recruiting Materials* and Other Public Information
- Review and Publication of *Student Outcome Data*
- Standing with *State and Other Accrediting Agencies*
- Public Notification per *Opportunity to Comment*
- *Competency-Based Programs* including Direct Assessment Programs / Faculty-Student Engagement



HLC's Assumed Practices

- Integrity -- Ethical and Responsible Conduct
- Teaching and Learning -- Quality, Resources, Support
- Teaching and Learning -- Evaluation and Improvement
- Resources, Planning, and Institutional Effectiveness



Thanks!

Your involvement, buy-in, and cooperation is much appreciated, highly valued, and critical for a successful re-accreditation

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