HLC Mock Visit Results

MARCH 11-12, 2019

HLC

HIGHER LEARNING COMMISSION

Jefferson College

Professional Development Day Presentation
October 16, 2018

Dr. Kim Harvey, Accreditation Liaison Officer (ALO) and Vice President for Student Services

Dr. Caron Daugherty, HLC Peer Reviewer and Vice President for Instruction

Overview of HLC Mock Visit Sessions

- Customary Meeting: Administrative Team
- Customary Meeting: Board of Trustees
- Customary Meeting: Accreditation Committee, Assurance Argument Task Force, Federal Compliance Task Force, and HLC Promotional Task Force
- Focus Area: Assessment Committee
- Focus Area: Strategic Planning Committee & Data Management
- Focus Area: Distance Education
- Focus Area: General Education
- Focus Area: Students
- Open Forums: Each of the Criteria for Accreditation
- Exit Meeting: Administrative Team

Documents Reviewed

- [2019 Assurance Argument](#) (draft)
- [2019 Federal Compliance Filing](#) (draft)
- [2009 Self-Study](#)
- [2009 Assurance Report](#)
- [2009 Advancement Report](#)
- [2013-14 Monitoring Report](#)
- College website
- MyJeffco

2009 Documents

- Strengths
  - Knowledgeable and well prepared for the visit
  - Mission informs planning, budgeting, and decision-making
  - Solid financial position
  - Shared commitment to support student success
  - Resources: CTL, Library, SMART classrooms, Advising and Retention Center, Project SUCCESS, Disability Support Services
  - Agreement for Success
  - Responsiveness to community needs and input of advisory committees
  - Tax levy support
  - Campus locations

2009 Documents

- Challenges
  - Lack of racial and ethnic diversity
  - Need to sunset programs; identify mission-critical programs and services
  - Committee structure
  - Lack of planning and decision-making that is strategic
  - Lack of systematic use of data
  - No assessment beyond the course level
  - Lack of engagement of adjunct faculty in the assessment process
  - No formal process to track and address academic dishonesty cases
  - No clear standard for the content of employee personnel files

2013-2014 Monitoring Report

- The 22-page report required 216 pages of appendix materials as evidence to show the College:

    - Had achieved stable and effective leadership at the executive and senior level;

    - Had completed a review and revision of Board Policies and Procedures that are appropriate to a comprehensive community college;

    - Is governed by a Board that continues to evolve in understanding its role, i.e. to engage in governance at the policy level while empowering the president with the authority as well as responsibility to lead the institution supported with an effective administrative organizational structure.

Mock Visit Report Highlights

- **Feedback:** Five documents were received
  - Feedback Report
  - Questions for Focus Areas
  - Questions for Criteria
  - Consultant Feedback on the Assurance Argument (Criteria 1, 2, 3, and 5)
  - Consultant Feedback on the Assurance Argument (Criterion 4).
- **Minutes as evidence:** Minutes from institutional committees, advisory committees, constituent groups, student organizations, the Board, PLC, etc., are significant examples of evidence. Minutes should be posted where appropriate on MyJeffco, in BoardDocs, etc.
- **Policies:** Policies are not examples of evidence. We need to provide evidence that shows the College operates by and practices its policies and procedures.

Mock Visit Report Highlights

- **Representation:** Faculty need to be present for Criteria 3 and 4. Ensure appropriate representation at other Criteria meetings.

- **Assurance Argument:** Update to include Fall 2018 activities related to assessment and classification/compensation study and, where appropriate, the breadth of the College's story from 2009 to present.

- **Web Site:** Scrub for old documents, policies, procedures, etc. Ensure links are accessible and functional.

- **Mission:** Ensure it's known, understood, and utilized.

Criterion 1: Mission (Representation)

- Criterion Co-chairs (Dr. Diane Arnzen and Mr. Paul Ferber)
- Mission/Vision/Values Task Force
- Strategic Planning Committee
- Accreditation Committee
- Diversity Committee
- Student Services

- Early College
- Workforce Development
- Buildings & Grounds
- Civic Engagement/Service Learning Coordinators
- General Education and Transfer Faculty
- CTE faculty

Criterion 1: Mission (Brainstorming)

- In what publications are the Mission, Vision, and Values published?
- How does your role support the Mission of Jefferson College?

Criterion 2: Integrity: Ethical and Responsible Conduct (Representation)

- Criterion Co-chairs (Dr. Ken Boning and Ms. Lisa Pritchard)
- Business Office
- Faculty Senate
- Behavioral Concerns and Student Conduct
- Library
- Human Resources

- Classification and Compensation Study Task Force
- Student Financial Services
- Registrar
- Board Secretary
- CTL Coordinator
- Specialized Accreditation Program faculty

Criterion 2: Integrity: Ethical and Responsible Conduct (Brainstorming)

- How do you ensure integrity in your classroom or office?

- What are examples of evidence to ensure that the College is committed to the freedom of expression?

- What are examples of evidence to ensure that the College is committed to the pursuit of truth in teaching and learning?

- What training programs or curriculum support the acquisition, discovery, and application of knowledge?

Criterion 3: Teaching and Learning: Quality, Resources, and Support (Representation)

- Criterion Co-chairs (Ms. Connie Kuchar & Ms. Dana Nevois)
- General Education and Transfer Faculty
- CTE Faculty
- General Education Program Council
- Interim Associate Deans
- Curriculum Committee
- Assessment Committee
- Early College

- CTL Coordinator
- PACE
- First Year Experience Coordinator
- Registrar
- Athletics
- Student Support
    - Academic Success Center
    - Library
    - Enrollment Services (advising)
    - Disability Support Services
    - Student Financial Services

Criterion 3: Teaching and Learning: Quality, Resources, and Support (Brainstorming)

- How do we ensure online, dual credit, and seated courses have the same level of rigor?

- In what ways do we ensure faculty are qualified to teach the curriculum of their programs?

- How do we provide an enriched educational environment to our students?

Criterion 4: Teaching and Learning: Evaluation and Improvement (Representation)

- Criterion co-chairs (Mr. Chris Otto and Mr. Kenny Wilson)
- General Education and Transfer Faculty
- CTE Faculty (licensure/certification exam results)
- General Education Program Council
- Interim Associate Deans
- Curriculum Committee
- Assessment Committee
- Strategic Enrollment Management & Retention Committee
- Strategic Enrollment Management Data Task Force

- Institutional Effectiveness
- Institutional Research
- KPI Subcommittee
- Early College
- CTL Coordinator
- Registrar
- Director of Enrollment & Retention
- Service Learning
- Employment Specialist
- Project SUCCESS
- Academic Success Center

Criterion 4: Teaching and Learning: Evaluation and Improvement (Brainstorming)

- Provide a 10-year overview of course assessment.

- Discuss course-level, program-level, and institutional outcomes.

- What are our institutional goals for persistence, retention, and completion?

- In what ways do we show that we are responsible for the quality of our educational programs?

Criterion 5: Resources, Planning, and Institutional Effectiveness (Representation)

- Criterion co-chairs (Ms. Trish Aumann and Mr. Allan Wamsley)
- Business Office
- Information Technology
- Buildings & Grounds
- Strategic Planning Committee
- KPI Subcommittee
- Strategic Enrollment Management & Retention Committee
- Strategic Enrollment Management Data Task Force
- Foundation

- BAT-FAT
- Council of Institutional Committee Chairs
- Faculty Senate President
- Certified Professional Staff Chair
- Classified Professional Staff Chair
- Human Resources
- Campus Police Department
- Institutional Effectiveness
- Institutional Research

Criterion 5: Resources, Planning, and Institutional Effectiveness (Brainstorming)

- How do we link planning, budgeting, and assessment?

- How do we use data to plan for educational programs and student support services?

- What evidence supports collaborative processes are in place?

Questions