

Arkansas Tech University
Higher Learning Commission
The Criteria for Accreditation: Overview and Values Part One
Open Pathways Model

“The Commission includes continuous improvement as one of two major strands in all its pathways, the other being assurance that member institutions meet the Criteria and the Federal Requirements.”

Criteria for Accreditation	University/Ozark	Academic Affairs	Student Services	University Offices
Criteria Overview	<p>*Must meet all Criteria, Core Components, and Sub Components</p> <p>Ensure Institutional Effectiveness</p> <p>Evidence of Continual Improvement</p> <p>Meet Federal Requirements</p>	<p>*Must meet all Criteria, Core Components, and Sub Components</p> <p>Ensure Institutional Effectiveness</p> <p>Evidence of Continual Improvement</p> <p>Meet Federal Requirements</p>	<p>*Must meet all Criteria, Core Components, and Sub Components</p> <p>Ensure Institutional Effectiveness</p> <p>Evidence of Continual Improvement</p> <p>Meet Federal Requirements</p>	<p>*Must meet all Criteria, Core Components, and Sub Components</p> <p>Ensure Institutional Effectiveness</p> <p>Evidence of Continual Improvement</p> <p>Meet Federal Requirements</p>
Guiding Values	<p>Assures Quality: Strategic Planning, Assessment of Student Learning, and Focus on Persistence and Completion</p> <p>Focus on Student Learning, every aspect of the institution from entering to leaving the institution</p>	<p>Focus on student learning</p> <p>Teaching mission is primary</p> <p>Diversity/Civic Learning</p> <p>Life-long learning</p> <p>Ongoing assessment of student learning, clearly stated learning goals, effective processes for assessment, assesses achievement of learning for curricular programs, uses</p>	<p>Diversity/Civic Learning</p> <p>Life-long learning</p> <p>Ongoing assessment of student learning, clearly stated learning goals, effective processes for assessment, assesses achievement of learning for co-curricular programs, uses assessment information to</p>	<p>Assessment of office services and quality</p> <p>Continuous improvement grounded in evidence</p>

	<p>Education as a public purpose</p> <p>Education for a diverse, technological, globally connected world</p> <p>A culture of continuous improvement</p> <p>Commitment to assessment and institutional effectiveness</p> <p>Evidence-based institutional learning and self-presentation</p> <p>Integrity, Transparency and ethical behavior and practice</p> <p>Governance for the well-being of the institution</p> <p>Planning and Management of resources to ensure institutional sustainability</p> <p>Mission-centered evaluation</p> <p>Accreditation through peer review</p>	<p>assessment information to improve student learning, methodologies of assessment reflect good practice, and substantial participation by faculty.</p> <p>Academic support services assess at the program level</p> <p>Continuous Improvement grounded in evidence</p>	<p>improve student learning, methodologies of assessment reflect good practice, and substantial participation by staff.</p> <p>Co-curricular and ancillary services assess at the program level.</p> <p>Continuous improvement grounded in evidence</p>	
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HLC Criteria for Accreditation, Version 1.2, February 24, 2012, page 2

***The institution does not meet the Core Component if the institution fails to meet the Component in its entirety or is so deficient in one or more aspects of the Component that Component is judged not to be met.**

***The institution meet the Criterion only if all Core Components are met. The institution must be judged to meet all five Criteria for Accreditation to merit accreditation.**

HLC Online Assurance Review and the Pathways Model, page 2

***The new criteria now contain three levels: The original Criteria and Core Values, plus the Core Values now contain Subcomponents which must be specifically addressed. Meeting all the Subcomponents can be equated to meeting the Core Values which can be equated to meeting the Criteria. If any subcomponent or core value is not met, that Criterion is not met and sanction follows. All components will be rated by reviewers as 1) met or exceeded, 2) met with some concerns, or 3) not met (which means sanction).**

Glossary (Version 1.2, page 12)

“Auxiliary denotes activities and services related to but not intrinsic to educational functions: dining services, student housing, faculty or staff housing, intercollegiate athletics, student stores, a Public Radio station, etc. In many institutions auxiliary simultaneously denotes a segregated budget and dedicated revenues.”

“Assessment and Evaluation are used as ordinary language synonyms. When a narrower referent is intended, the terms are modified, as in “assessment of student learning” or “evaluation of academic services.”

“Goals and Outcomes are used inconsistently by member institutions in the context of assessment of student learning, to the extent that one institution’s goal may be another’s outcome and vice versa. When they use either term, the Criteria indicate through context whether the term refers to the learning intended or to how much students actually learn.”

“Wherever and however delivered is intended to encompass all modes of delivery and all locations, modalities, and venues, including but not limited to the main campus, additional locations, distance delivery, dual credit, contractual or consortial arrangements.”