Reaccreditation

Making a Difference in Higher Learning

Beverly Kopper
Associate Provost
Focus of Accreditation

• Assess the quality of an institution and its effectiveness
• Assist the institution in making improvements in its operations and effectiveness
• Provide mission-driven accreditation
History

• Last site visit – 2001

• NCA Progress Report - October 1, 2004
  • Report on the uneven implementation of the University’s Assessment Plan in the General Education program:
    • structure and role of the oversight body
    • assessment of its integrated curriculum through student learning
Timelines

Spring, 2008

• Self-study steering committee develops self-study design and organizes subcommittees

Fall, 2008-Spring 2009

• Subcommittees develop draft reports
• Steering committee prepares rough draft of the self-study report

Fall, 2009-Spring 2010

• Steering Committee circulates and receives reactions to draft report
• Steering Committee finalizes report

Fall, 2010

• Prepare for team visit

Spring, 2011

• Evaluation visit takes place
Steering Committee

Karen Agee
April Chatham-Carpenter
Barbara Cutter
Victoria DeFrancisco
Jan Hanish
Shashi Kaparthi
Bev Kopper*
Mike Licari
Kate Martin
Siobahn Morgan

Farzad Moussavi
Inez Murtha
Jean Neibauer
James O’Connor
Phil Patton
Patrick Pease
Shirley Uehle
Bartholomew Upah
Donna Vinton
Barry Wilson

*Chair
Preparing for the Future

Acquisition, Discovery, & Application of Knowledge

Future-oriented
Connected

Mission & Integrity

Engagement & Service

Distinctive

Student Learning & Effective Teaching
The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.
• Understanding of and support for the mission pervade the organization.
• Mission documents are clear and articulate publicly its commitments.
• The organization upholds and protects its integrity.
Mission Statement

The University of Northern Iowa offers a world-class university education, providing personalized experiences and creating a lifetime of opportunities.
Recognizing diversity is one of the values embraced by the Commission.

Organizations are urged to evaluate how well they address issues of diversity.
The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.
Preparing for the Future

- All levels of planning align with the organization’s mission.
- Evaluation and assessment processes provide evidence for **continuous improvement**.
- Its resource base supports educational programs and plans for maintaining and strengthening their quality in the future.
The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.
Goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.
Learning goals for all undergraduate, graduate, and post-baccalaureate programs

Assessment of student learning at the course, program and institutional levels

Multiple direct and indirect measures

Results available to appropriate constituencies including students
Assessment of student academic achievement is fundamental for all organizations that place student learning at the center of their educational endeavors.
The organization promotes a life of learning for faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.
Regardless of how a higher learning organization frames the general education necessary to fulfill its mission and goals, it clearly and publicly articulates the purposes, content, and intended learning outcomes of the general education it provides for students.

General Education must be valued and owned.
As called for by its mission, the organization identifies its constituencies and serves them in ways both value.
The Organization:

- is responsive to, engages with and learns from the constituencies it serves.
- analyzes its capacity to serve their needs and expectations.

Internal and external constituencies value the services it provides.
Holistic Themes

- Core Components: Future Preparation
- Core Components: Mission & Integrity
- Core Components: Acquisition, Discovery, Application of Knowledge
- Core Components: Engagement & Service
- Core Components: Student Learning & Effective Teaching
- Core Components: Mission & Integrity

Holistic Themes
Joint Project between The Higher Learning Commission/NCA and the Policy Center on the First Year of College

The goal of such customization is to help a university integrate specific institutional commitments or projects directly into the processes for gaining continuing accreditation from the Commission.
http://www.fyfoundations.org
Reaccreditation Website

University of Northern Iowa

HLC Re-Accreditation Work Site

Every ten years, the University of Northern Iowa conducts a self-study in preparation for reaccreditation by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. That process is now underway in preparation for the reaccreditation site visit in spring, 2011.

Preparing for our institutional reaccreditation requires the support and assistance from all programs and units on campus. The steering committee of faculty and staff will coordinate this process. We welcome and will be seeking your suggestions and feedback at every step of the way.

The HLC offers its long-term members such as ours the option of creating a customized self-study process. Our current plan is to participate in the joint project between HLC and the Policy Center on the First Year of College which allows us to integrate into our accreditation process a focus on evaluating and improving our students’ first-year experience.

Accreditation is a process that evaluates quality and provides a road map for institutional improvements. It assures students that their academic programs meet nationally recognized standards. Accreditation is required for UNI to receive federal funds for student financial aid and research.

Focus of Re-Accreditation at UNI

- Assess the quality of an institution and its effectiveness
- Assist the institution in making improvements in its operations and effectiveness
- Provide mission-driven accreditation

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http://www.uni.edu/accreditation