### HLC Accreditation – Criterion 4 Subgroup A: 12/16/11 Progress Report

**Members:** Kim Rendfeld, Alice Spangle, Kevin Gerrity, Mary Spillman, David Perkins, Kay Hodson Carlton  
**Actions:** Reviewed Criteria, Current Progress, & Next Steps

#### 4A: Institution demonstrates responsibility for quality of educational programs

| 1. Maintains practice of regular program reviews | • Review of the 2003 Self-Study reflected institutional assessment approach – followed by the academic programs external & internal reviews  
• AAIR personnel will write this 2-3 page overview description prior to the 2011 Christmas holidays |
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| 2. Evaluates all credits that it transcripts, including transfer or awards of prior learning | • Initial contact with Michael Haynes – Advising Center Coordinators perspective on evaluating transfer credit  
• Need further follow-up in this data collection – university perspective and individual academic program perspective  
• Ideas on further contacts?  
• M. Haynes retirement; Request to Laura Helms (12/15/11) |
| 3. Documented evidence that programs designed to prepare students for advanced study or employment accomplish purposes | • B. Pickerill (AAIR) will write an overview description of the Office of Assessment’s work with overall alumni surveys; graduating senior surveys recently initiated; employer surveys  
• 2010 Alumni Survey of 2008-09 Graduates – Summary Report (Sharepoint posted 4.3)  
• Need to locate/describe exemplar academic programs with this evidence; i.e., external program accreditation documents  
• AAIR will help in description of improvement/future university strategies with this criteria + data/recommendation from academic program examples |
| 4. Maintains specialized accreditation as appropriate to educational purposes | • Updated spreadsheet posted in Sharepoint area (4.4); a few people are completing data for the assigned academic units  
• During the holiday break, determine departments/units with external reviews/accreditation – and formulate worksheet for internal program reviews |
| 5. has authority over course prerequisites & rigor, expectations for student learning, access to learning resources, & faculty qualifications (including dual-credit programs); dual credit courses/programs for high school students are equivalent in learning outcomes & achievement to higher ed curriculum | • Meeting with James Hendrix & Nancy Day in Extended Education – provided a variety of materials about the dual credit program (formally known as the College Transition Program) – posted in Sharepoint area (4.5):  
  o Program description/evolution since 2002  
  o Admission Guidelines  
  o Evaluation survey tools used in the program  
  o Academic Year 2010-2011 College Transition Program Student Dual Credit Course Evaluation  
  o Fall 2011 College Transition Program Dual Credit Course Student 1-Year & 5-Year-Out Follow-Up – includes recommendation(s) for program improvement  
• 12/16/11 Request to Hendrix re: resource access & faculty qual for dual credit  
• Need to address added criteria elements |
HLC Accreditation – Criterion 4 Subgroup C: 12/15/11 Progress Report (Mtg #1: 11/14/11)

Members: Michel Mounayar, Ann Brown, Steve Fulton, Yasemin Tunc, Michael Brown, David Perkins, Kay Hodson Carlton, Gloria Pavlik

Actions: Review First Year Retention Synopsis, Discussed Retention, & Next Steps

4C: ongoing attention to student persistence & completion

| 1. ambitious & attainable goals for persistence & retention appropriate to mission, student populations, & educational offerings | • This is a new component for the Self Study, no previous report to review  
• Strategic Plan 2007-2012 has goals for retention and graduation rates.  
• Review Retention Synopsis that provides information on First Year student retention  
• Next Steps: Transfer Student Retention, Retention by college/departments, focus on time to degree (4-year graduation) |
|---|---|
| 2. Collects information on student persistence & completion | • Academic Assessment and Institutional Research  
- Making Achievement Possible: MAP-Works survey  
- Curt Westfall, Enrollment, Marketing, and Communications  
  - Transfer data  
- Next Steps: AAIR has hired new staff in January to develop “student flow models” for tracking persistence and completion for multiple populations (first year, transfer, milestones for 4-year graduation)  
  - Cost Savings Incentives |
| 3. Processes & methodologies for gathering & analyzing info on student persistence & completion of programs reflect good practice | • AAIR produces summaries for First-Year, Second-Year, and Transfer students based on MAP-Works survey  
• Student Affairs collects data on programs for specific groups i.e.:  
  - Summer Bridge participants  
  - Greek Life  
  - Commuter Ambassadors (First Year freshman commuters for fall)  
• Next Steps: Student Persistence Audit based on Noel-Levitz’ Good Practices in Retention |
| 4. Uses information on student persistence & completion of programs to address deficiencies in its persistence & completion rates as warranted | • Ball State provides information to Integrated Post-Secondary Education Data System (IPEDS) – federal guidelines  
• Ball State also participates in the Common Data Set (used to complete the Retention Synopsis each year)  
• Next Steps: to be determined as we collect information on retention by college/department and areas to focus (i.e. Transfer students) |