

Metropolitan Community College

HLC Criterion Co-Chairs

Metropolitan Community College is accredited by the Higher Learning Commission (HLC). As we prepare for our re-accreditation visit in November 2015, a steering committee has been established. There are five Criteria for Accreditation that are the standard of quality the Commission determines reaffirmation of accreditation. Co-chairs have been appointed for each criterion.

Criterion One - Mission Chris Kelly

Criterion Two—Integrity: Ethical and Responsible Conduct Jon Burke and Tristan Londre

Criterion Three—Teaching and Learning: Quality, Resources, and Support Mickey McCloud and Kimberly Glackin

Criterion Four—Teaching and Learning: Evaluation and Improvement Cynthia Sexton Proctor and Crystal Johnson

Criterion Five—Resources, Planning and Institutional Effectiveness Patricia Amick and Karen Moore



Criterion Four. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Components

4.A. The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transmits, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for

courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Ameri-corps).

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
 2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
 3. The institution uses the information gained from assessment to improve student learning.
 4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.
- 4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to

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retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes

information on student retention, persistence, and completion of its programs.

3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and

analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Sample HLC Interview Questions for Criterion Four

Here are some possible questions from our peer evaluator team for Criterion Four.

1. Assessing and improving student learning can, at times, be a challenge for institutions. How has MCC ensured that it is adequately assessing student learning and that changes to program content, delivery, and resource development are made? Are students achieving the outcomes you set? How do you know? What student learning data and information do you have?
2. Could you provide some specific examples of how your Program Review

process works and what difference such review has made to student learning at MCC?

3. You state that MCC's graduates are successful upon completion of their courses of study. How do you really know this? What measures have you taken to assess such success?
4. The team found your work in student retention efforts to be quite supportive of students. What do you see as MCC's biggest challenges in the future in retaining students?
5. As you look to the future, perhaps the next five years, what do you see as

the greatest challenge confronting MCC as it seeks to teach and evaluate student learning and to improve the environment for quality learning?

6. Data collection and analysis in regard to student retention, persistence and completion can be challenging. How has MCC defined these measures and what processes are in place to ensure that data are used in decision-making regarding programs and services aimed at improving student retention, persistence and completion?

For More Information

Please contact one of your campus liaisons for more information.

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*Criterion Booklet is available at
www.nchlc.org*

*MCC Accreditation blog is
available at blogs.mcckc.edu/*