Greetings to
The University of Toledo!
from

Dr. John A. Taylor, Vice President for Accreditation Relations
THIS DOCUMENT IS BEING MADE AVAILABLE SOLELY FOR USE BY THE UNIVERSITY OF TOLEDO AS IT CONDUCTS ITS “SELF-STUDY PROJECT.”

John A. Taylor, HLC Staff Liaison
October 16, 2009
To interact with The University of Toledo Family, and to share information about the accreditation review process while engaging in conversation about

- The University of Toledo
- Issues in Higher Education & Accreditation Perspectives
- The PEAQ Self-Study & Peer Review Processes
- The Commission’s Decision-making Process
What/Who is the University of Toledo?
The University of Toledo is one of 13 State universities in Ohio. It was established in 1872 and became a member of the State University System in 1967. The University of Toledo and the Medical University of Ohio merged in July 2006.
An institution is defined and distinguished by its “Mission and Outcomes!”

MISSION

Vision

Core Values

Teaching and Learning

Services

OUTCOMES
Institutional Mission

The mission of The University of Toledo is to improve the human condition; to advance knowledge through excellence in learning, discovery and engagement; and to serve as a diverse, student-centered public metropolitan research university.
Institutional Vision

The University will become a thriving student-centered, community engaged, comprehensive research university known for its strong liberal arts core and multiple nationally ranked professional colleges, and distinguished by exceptional strength in science and technology.
Core Values

 Compassion, Professionalism and Respect
 Discovery, Learning and Communication
 Diversity, Integrity and Teamwork
 Engagement, Outreach and Service
 Excellence, Focus and Innovation
 Wellness, Healing and Safety
Question to Ponder

How does The University of Toledo go about achieving its mission, and how effective is it in doing so?
The University of Toledo’s Academic Program Areas

- Arts and Sciences
- Business Administration
- Education
- Engineering
- Health Science and Human Service
- Law
- Medicine
- Nursing
- Pharmacy
- University College
- Honors Program
- Graduate School
Division of Student Affairs

- Apple Tree Child Care
- Community Policing
- University Counseling Center
- Office of Dean of Students
- Office of Multicultural Student Services
- Office of Recreation
- Office of Residence Life
- Office of Student Involvement
- Student Legal Services
- Student Medical Center
- Student Unions
# Program Distribution

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University-Reported Data – 2007-2008
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The “Regulatory Triad”

*Regional Accrediting Agency

*Federal Government

Institution

*State
Needed in the US: Educate 20 Million Americans by 2025 in Order to Remain Competitive

Accessibility
Accountability
Affordability
Accreditation is a process of external quality review used in the higher education community to examine colleges, universities and educational programs for purposes of quality assurance and quality improvement.

The accreditation review process is build on the institution’s own self-reflection, self-study, and planning for continued improvement, and these findings are evaluated through the Commission’s peer review process, which leads to a determination about the institution’s accreditation status.

The two types of voluntary accreditation are

- Institutional Accreditation [whole institution]
- Specialized Accreditation [specific programs]
19 States
1015± Institutions
“The Higher Learning Commission”
The North Central Association
Founded 1895

- The Organization
  - Member Institutions - ±1,015
  - Location of Member Institutions - in 19 States

- Decision-Making Processes and Peer Reviewers Corps
  - Board of Trustees - 15-21 Members
  - Institutional Actions Council - 26 Members
  - Accreditation Review Council - 170 Members
  - Peer Reviewer Corps - © 1,200 Reviewers

- Full-time Staff
  - President - 1
  - Vice President - 1
  - Directors [Including Asst. & Assoc.) - 12
  - Other Full-time Staff - 25±
Mission of The Higher Learning Commission

“Serving the common good by assuring and advancing the quality of higher learning”
Diversity among Member Institutions

- Two-year Institutions
- Four-year Bachelor’s Institutions
- Four-year Liberal Arts Institutions
- Comprehensive Institutions
- Tribal Colleges
- Faith Based Institutions
- Research Universities
- Single Purpose Institutions
- Public, Private NFP, For Profit, and Virtual
The University of Toledo’s Relationship with HLC

- 1922 - Accreditation Granted
- 1977 - Accreditation Continued
- 1983 - Accreditation Continued
- 1992 - Accreditation Continued
- 2002 - Accreditation Continued

- 2011-2012 - Next Comprehensive Evaluation On-Site Visit
University of Toledo’s Service Relationship with HLC

HLC Consultant - Evaluators

- Dr. Mary Ellen Edwards – Professor, Foundations of Education
- Dr. David Meabon – Director, John H. Russell Center for Educational Leadership
- Dr. Bin Ning – Director of Institutional Research
- Dr. Marcia Krautter Suter – Associate Dean and Director of Library Services
What’s New at the Commission Since the Last Comprehensive Evaluation Visit?

- New Mission Statement
- New Name
- New Criteria for Accreditation
- New Team Report
- New Board Composition
- New President of the Commission
- New Pathways Options
- Policy Changes
Fundamental Shifts in Philosophy at the Commission

- Inputs ➡ Outcomes
- Teaching ➡ Learning
- Focus on Past ➡ Focus on Future
- Autonomy ➡ Connectedness
Big Question: “Why are we engaged in Self-Study?”

To commit special time for the University to engage in self-reflection, self-evaluation, in-depth conversations, and planning for the future that can be linked to the Commission’s “Criteria for Accreditation,” and the Comprehensive Evaluation Review.
Topical Areas of the Commission’s “Criteria for Accreditation”

1. Mission and Integrity
2. Preparing for the Future
3. Student Learning and Effective Teaching
4. Acquisition, Discovery, and Application of Knowledge
5. Engagement and Service

“Handbook of Accreditation” - Chapter 3
www.ncahlc.org
Criterion Structure

Criterion Statement

Core Components

Examples of Evidence
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.
1. Clear Articulation of the Mission
2. Recognition of Diversity among Learners, other Constituencies and the Greater Society
3. Organizational Understanding of Mission
4. Mission Supported through Organizational Structures
5. Organizational Protection of the Mission

Examples of Evidence
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.
1. Realistic Preparation for a Future Shaped by Societal and Economic Trends
2. Resource Support for Maintaining and Strengthening Educational Programs
3. Evaluation and Assessment Processes Show Effectiveness and Continuous Improvement
4. Planning Levels Align with Mission and Capacity to Fulfill the Mission

Examples of Evidence
The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.
3 - Student Learning and Effective Teaching
[Core Components - Paraphrased]

1. Clear Statements of Student Learning Outcomes That Make Effective Assessment Possible
2. Organization Values and Supports Effective Teaching
3. Organization Creates Effective Learning Environments [Student Affairs]
4. Resources Support Student Learning And Effective Teaching

Examples of Evidence
The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.
1. Organization Demonstrates It Values a Life of Learning
2. Organization Demonstrates the Integral Nature of Knowledge and Skill Acquisition, and Intellectual Inquiry
3. Organization Assesses the Usefulness of Curricula to Students Living and Working in a Global, Diverse, and Technological Society
4. Organization Supports Responsible Acquisition, Discovery, and Application of Knowledge

Examples of Evidence
5 - Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both valuable.
5 - Engagement and Service
[Core Components - Paraphrased]

1. Organization Learns from Constituencies and Analyzes its Capacity to Serve Them
2. Organization’s Capacity and Commitment to Engage with Identified Constituencies and Communities
3. Organization Demonstrates Responsiveness to Constituencies that Depend on It
4. Internal and External Constituencies Value the Organization’s Services

Examples of Evidence
Strategic Issues to Consider

- Strengths
- Weaknesses
- Opportunities
- Threats

- Political
- Economical
- Sociological
- Technological
Looking at the University through the Lens of the Commission

1. Mission and Integrity
2. Preparing for the Future
3. Student Learning and Effective Teaching
4. Acquisition, Discovery and Application of Knowledge
5. Engagement and Service

Guidelines - Catalysts
The University of Toledo’s Strategic Plan 2007-2012

1. Assuring success in recruitment, retention and program completion
2. Implementing an assessment-based curriculum plan
3. Creating partnerships to expand opportunities for learning, engagement, and discovery
4. Developing faculty and staff professionalism
5. Strengthening graduate programs in pharmaceutical sciences
6. Expanding the research enterprise
7. Enhancing new fundraising initiatives
8. Achieving diversity in the pharmacy profession
9. Marketing the College and University as an institution of excellence
10. Enhancing information technology
11. Securing human and fiscal revenue to enhance programs
12. Strengthening pharmaceutical care and delivery directions
Perspectives – Points of View

- Think
- Discuss
- Listen
- Observe
- Reflect
- Build Consensus
- Plan
- Implement
Specialized Accrediting Organizations

- AACSB – The Association to Advance Collegiate Schools of Business
- AAHE – Accreditation Association for Ambulatory Health Care
- ABET – Accreditation Board for Engineering and Technology
- ACGME – Accreditation Council for Graduate Medical Education
- ACTE – Accreditation Council for Occupational Therapy Education
- ASHP – American Society of Health-System Pharmacists
- CARF – Commission on Accreditation of Rehabilitation Facilities
- CCNE - Commission on Collegiate Nursing Education
- NASM – National Association of Schools of Music
- NCATE - National Council for Accreditation of Teacher Education

AND 39 OTHER PROFESSIONAL AGENCIES AND ORGANIZATIONS
Institutional Capacity

- Mission, Values and Goals
- Institutional Autonomy & Connectedness
- Teaching, Research, and Service (Engagement)
- Educational Programs and Services

- Resources: Human, Physical, Financial and Technological
- Constituencies: Students, Communities and Collaborators
- Sites and Outreach
- Outcomes!
Characteristics of Effective Self-Study

- Institutional Self-Study and Self-Reflection
- Institution’s Mission, Values and Goals
- Evaluation of the Whole Organization
- Engagement of Multiple Constituencies
- Build on Institutional Processes

- Effective Leadership and Communication
- Evidence of Fulfilling the Criteria for Accreditation
- Production of a Self-Study Report
- Use of Self-Study Findings to Inform Decision-making and Future Institutional Development

“Hallmarks” - Chapter 5.2 in “Handbook of Accreditation”
The University of Toledo’s Self-Study Goals

- Confirm that the University’s practices and actions are consistent with its mission statement and strategic direction
- Provide evidence of the University’s strengths, identify areas for improvement, and recommend plans for improvement
The University of Toledo’s Self-Study Goals

- Foster the strong sense of community through communication, collaboration, and connectedness between and among all University constituencies
- Position the University’s future as a leading academic institution in the region, the State, and the Nation
The University of Toledo’s Self-Study Goals

- Achieve reaccreditation
- continued accreditation with
- The Higher Learning Commission
Contents of the Self-Study Report

1. Address the Commission’s Criteria for Accreditation and their Related Core Components
2. Address Concerns/Challenges Identified by Previous Visiting Team or other Formal Reviews
3. Address Federal Compliance Issues
4. Provide “Institutional Snapshot”
5. Provide Supporting Materials [Paper and/or Electronic]
Challenges Cited in the Previous Team Reports

- The University - 2002
  - There is no institution-wide HLC approved Plan for the Assessment of Student Academic Achievement.
  - The institutional planning process does not clearly articulate and connect the University’s evolving mission, resource allocation, and measures of institutional effectiveness.
    - The Medical School - 2001
  - Strategic planning does not drive decision making nor does it have measurable goals.
  - Scholarships are limited to the School of Medicine.
  - The campus lacks a cohesive institution-wide student recruitment plan.
Federal Compliance Focus

- Credits, Program Length, and Tuition
- Student Complaints
- Transfer Policies
- Verification of Student Identity [Online - Correspondence]
- Title IV Program and Related Responsibilities
- Institutional Disclosures [Advertising and Recruiting Materials]
- Relationship with Other Agencies
- Public Notification of Evaluation Visit and Third Party Comment
Institutional Snapshot

- Student Demography Headcounts
- Student Recruitment and Admissions
- Financial Assistance for Students
- Student Retention and Program Productivity
- Faculty Demography
- Availability of Instructional Resources and Information Technology
- Financial Data

www.ncahlc.org
Think Holistically about Your Organization!

Mission, Programs, and Services
Student and Organizational Learning

Central to Determining Institutional Effectiveness
Focusing on Learning

- Knowledge Base
- Subject Content
- Curricular Sequence
- Academic Rigor

- Learning Theories
- Pedagogies
- Learning Styles
- Learning Activities

Assessment of Learning Outcomes
More than Inputs and Processes, Outcomes!
Assess Students’ Learning Outcomes Using Multiple Quantitative and Qualitative Measures

◆ Direct Indicators
  ◆ Pre-Testing and Post-Testing
  ◆ Capstone Courses
  ◆ Oral Examinations
  ◆ Internships
  ◆ Portfolio Assessments

◆ Direct Indicators
  ◆ Theses and Dissertations
  ◆ Standardized Tests
  ◆ Licensure Exams
  ◆ Juried Reviews and Performances
Assess Students’ Learning Outcomes Using Multiple Qualitative and Quantitative Measures

**Indirect Indicators**
- Job Placement Data
- Surveys of Alumni and Students
- Surveys of Employers

**Indirect Indicators**
- Program Completion Rates
- Retention and Transfer Studies
- Graduate Follow-up Studies
Assessment Conversation: “Six Prompt Questions”

1. How are our (your) stated student learning outcomes appropriate to our (your) mission, programs, degrees, and students?
2. What evidence do we (you) have that students achieve our (your) stated learning outcomes?
3. In what ways do we (you) analyze and use evidence of student learning?
4. How do we (you) ensure shared responsibility for student learning and for assessment of student learning?
5. How do we (you) evaluate and improve the effectiveness of our (your) efforts to assess and improve student learning?
6. In what ways do we (you) inform the public and other stakeholders about what and how well our (your) students are learning?
What is The University of Toledo’s Impact on its Constituencies
Cross-cutting Themes

Future-oriented
Learning-focused
Connected
Distinctive
Comprehensive Evaluation Process
[Three-Part Process]

- Institution’s Self-Study
- Commission’s Peer Review
- Decision-Making
Commission Requirement’s of “PEAQ” Member Institutions

1. Work for Continuous Improvement
2. Conduct an Institution-wide Self-Study in the Context of the Commission’s Criteria for Accreditation!
3. Produce and Submit a Self-Study Report, including an Introductory “Institutional Snapshot”
4. Inform Constituencies and the General Public!
5. Host an Evaluation Team!
Peer Reviewer Activities

- Individual Study of Institution’s Materials and Website
- Determination of Individual Team Member’s Perspective
- Sharing of Perceptions

- Group Evaluation, Review and Discussion
- Formation of Team Recommendation
- Share the Recommendation
- Write the Team Report
Visit Logistics

Three-day Peer Review Visit

- **Sunday** - Team Arrives
- **Monday-Wednesday** - Peer Review
  - **Monday** - Entrance Conference with CEO and Others
  - **Monday-Wednesday** - Interviews and Reviews of Documents
  - **Evenings** - Team Reflections, Discussions, and Decision-making
- **Wednesday, before Noon** - Announcement of Team’s Planned Recommendations to the CEO, and an Exit Conference
The Team Report Format

--Part I - Assurance Section--

1. Context and Nature of the Visit
2. Commitment to Peer Review
3. Response to Team’s Previously Stated Challenges
4. Compliance with Federal Requirements
5. Fulfillment of the Five Criteria

Evaluate Statements
- Evidence Criterion is Met
- Evidence Criterion Met but Needs Institutional Attention
- Evidence that Criterion Met but Requires Institutional Attention and Commission Follow-up
- Criterion Not Met?##%&
- Team Recommendation

6. Affiliation Status
7. Additional Comments and Explanations
The Team Report
--Part II - Advancement Section--

1. Overall Observations about the Institution
2. Consultations of the Team on specific items
3. Recognition of Significant Accomplishments, Significant Progress, and Exemplary and Innovative Practice
The Accreditation Review Process

9. Board Validation
8. Accreditation Decision by the Institutional Actions Council or Review Committee
7. Readers Panel or Review Committee
6. Institution’s Acceptance of Final Team Report
5. Evaluation Team’s Final Team Report to the Commission, and the Commission’s Final Report to the Institution
4. Institution’s Feedback to Team Chair
3. Evaluation Team’s Report [Draft to Institution]
2. Evaluation Team Visit [Peer Review]
1. Institutional Self-Study & Snapshot
What does The University of Toledo see as its future?

MISSION
Vision
Core Values
Learning & Teaching
Services
OUTCOMES
The University of Toledo’s Future

- Commitment to Mission
- Constituencies Served
- Capacity
- Competition
- Collaboration
- Consistency
- Constant Checking
- Confidence
- Continuous Improvement
- Continued Accreditation
The University of Toledo

“Engaging the Present, Creating the Future”
Contacting The Higher Learning Commission of NCA

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  Chicago, IL  60602