September 2014
Newsletter #5

Wright State University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. As part of maintaining accreditation, Wright State’s programs and processes are periodically reviewed to ensure institutional quality and integrity. Wright State will be undergoing the 10 year Reaffirmation of Accreditation in the 2015-2016 academic year.

These monthly newsletters are part of our campus preparation for the upcoming re-accreditation visit by informing the campus community of the goals and process of accreditation. To provide an “insider’s view” of the accreditation process, Dr. Linnea Stenson, HLC Vice President for Accreditation Relations will present an open forum to the university.

**Institutional Accreditation: The Open Pathway Process**
Friday, September 19, 1:30 pm
Room E 163 Student Union

An integral part of the reaccreditation process is the submission of an *Assurance Argument* and an *Evidence File* that demonstrates that Wright State satisfies the Higher Learning Commission’s Criteria for Accreditation. Each criterion is defined by a set of core components and associated subcomponents. The *Assurance Argument* must demonstrate that each core component and subcomponent is satisfied by University policies and practices.

The third criterion outlines the Commission’s expectations of support for the educational mission of the university. The Criterion Three Subcommittee responsible for compiling the evidence and drafting the assurance argument supporting the satisfaction of this criterion is chaired by Dr. Kristin Sobolik and Dr. Tamera Schneider.

**Criterion Three. Teaching and Learning: Quality, Resources, and Support**

The institution provides high quality education, *wherever and however its offerings are delivered.*

**Core Components**

3.A. The institution’s degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

3. The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

5. Instructors are accessible for student inquiry.

6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

3.D. The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.

2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

3. The institution provides academic advising suited to its programs and the needs of its students.

4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific
laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings).

5. The institution provides to students guidance in the effective use of research and information resources.

3.E. The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.

2. The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

From: Higher Learning Commission Criteria for Accreditation

The Higher Learning Commission