

To: Members of the Self Study Team
From: Dr. Linda Duttlinger, Director of Accreditation and Assessment
Date: March 18, 2008

Topic: Minutes from the first Team meeting on **March 18, 2007**

Six different handouts were provided. Just so you know ... NCA stands for North Central Accreditation. This is comprised of two commissions – Commission on Schools (think K-12) and the Higher Learning Commission (HLC) which means colleges and universities. Each handout was discussed at length and comprised the meeting.

1. List of Self Study Team members and their respective offices, titles etc.
(and a powerful and knowledgeable group it is!) (attached)

2. Outline for the Institutional Self Study

The Self Study is usually a book that is written to answer the HLC concerns and provided to the HLC visiting team when they come. If you see an outline of how this all fits together, it makes the task of learning about it and compiling it easier. (attached)

The other six handouts are not available by e-mail but are available in hard copy. Please let me know if you would like copies.

Two reports from previous HLC Team visits ...

3. Report on the Comprehensive visit of April 2001

4. Report on the Focused visit of November 2003

In both documents the visiting team lists strengths and challenges. We are directed to address the challenges identified by these teams in a chapter of the self study. Please read these challenges over carefully.

Two sets of information on the Criteria for Accreditation ...

5. Yellow paper copy – This is just a fast list of all Criteria, Core Components and Examples of Evidence. Basically, we need to address everything in this handout. Usually, a paragraph or two suffices and if it does not apply we may choose to skip it. However, we must address every Core Component.

6. Spiral bound information – The same information with an expanded definition. This booklet also has other Higher Learning Commission documents in it as well.

Next meeting is on April 25 (Friday) from 2:00 to 3:00 in a room to be identified. This will be sent to you by e-mail.

Thanks!

Purdue University North Central
Self-Study Team
2010-2011

Ex-Officio Member

Dr. James B. Dworkin Chancellor

Team Members

Dr. Linda Duttlinger, chair	Director of Accreditation and Assessment
Dr. George T. Asteriadis	Interim Vice Chancellor for Academic Affairs
Dr. S. Rex Morrow	Dean, College of Liberal Arts
Mrs. Rita Dagys	Director of Development
Ms. Karen Braddy	Director of Alumni Relations
Mr. Lawrence Barrett	Vice Chancellor for Enrollment Management & Student Services
Prof. Cindy Roberts	Representative, College of Business
Dr. R. Derek Bjonback	Representative, College of Business
Dr. Judy Serwatka	Representative, College of Engineering & Technology
Dr. Thomas Brady, Jr.	Representative, College of Engineering & Technology & Chair, Faculty Senate
Dr. Diane Maletta	Representative, College of Liberal Arts & Chair, General Education Committee
Dr. Jonathan Swarts	Representative, College of Liberal Arts
Dr. Christine Lehmann	Representative, College of Science
Dr. Jason Curtis	Representative, College of Science & Representative of Faculty Governance
Mr. Dan Burns	Associate Vice Chancellor for Information Technology
Mr. Phillip Jankowski	Associate Vice Chancellor for Business & Budget
Ms. Diane Marovich	Representative, Office of the Dean of Students
Mr. Stephen Turner	Associate Vice Chancellor for Administration & Facilities
Ms. Susan Miller	Assistant Vice Chancellor for Human Resources
Ms. Janet Knight	Coordinator, MBA Program
Dr. Cynthia Fontaine	Chair, Education Department
Dr. Richard Hengst	Coordinator, Graduate Studies
Mr. Mark Hannon	Director, Career Development
Mr. K. R. Johnson	Library Director
Ms. Barbara Austin	Director of Academic Advising
Ms. Madonna Tritle	Data Specialist
Ms. Lauren Conley	Representative, Student Body
Mr. Jonathan Sichtermann	Representative, Student Body
Mr. Fred McNulty	Member, PNC Advisory Board
Ms. Marlene Kurtich	Secretary, Office of the Vice Chancellor for Academic Affairs

**Outline for the Institutional Self-Study
Purdue North Central
2010—2011**

Chapter 1 Introduction

Chapter 2 Response to the 2001 Report

Chapter 3 Criterion One

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.

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| Core Component | 1A | The organization's mission documents are clear and articulate publicly the organization's commitments. |
| Core Component | 1B | In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves. |
| Core Component | 1C | Understanding of and support for the mission pervade the organization. |
| Core Component | 1D | The organization's governance and administrative structure promote the effective leadership and support collaborative processes that enable the organization to fulfill its mission. |
| Core Component | 1E | The organization upholds and protects its integrity. |

Chapter 4 Criterion Two

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.

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| Core Component | 2A | The organization realistically prepares for a future shaped by multiple societal and economic trends. |
| Core Component | 2B | The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future. |
| Core Component | 2C | The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement |
| Core Component | 2D | All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission. |

Chapter 5 Criterion Three

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

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| Core Component | 3A | The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible. |
| Core Component | 3B | The organization values and supports effective teaching. |
| Core Component | 3C | The organization creates effective learning environments. |
| Core Component | 3D | The organization's learning resources support student learning and effective teaching. |

Chapter 6 Criterion Four

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.

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| Core Component | 4A | The organization demonstrates, through the actions of its board, administration, students, faculty and staff that it values a life of learning. |
| Core Component | 4B | The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs |
| Core Component | 4C | The organization assess the usefulness of its curricula to students who will live and working a global, diverse, and technological society. |
| Core Component | 4D | The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly. |

Chapter 7 Criterion Five

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

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| Core Component | 5A | The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations. |
| Core Component | 5B | The organization has the capacity and the commitment to engage with its identified constituencies and communities. |
| Core Component | 5C | The organization demonstrates its responsiveness to those constituencies that depend on it for service. |
| Core Component | 5D | Internal and external constituencies value the services the organization provides. |

Chapter 8 Federal Compliance

- Covers such topics as
- Program Specific tuition,
- Higher Education Reauthorization Act (Loan Default Rate),
- Institutional Advertising and Recruitment Materials.
- Third Party Comment
- Records of Student Complaints

Chapter 9 Change of Status from Bachelor's Degree Granting Institution to Master's Degree Granting Institution

Chapter 10 Summary

Chapter 11 Statement of Accreditation

Chapter 12 Appendices