

Comparison of Criteria

1. How well aligned are they with Santa Fe College's Mission?

HLC: Policy Book Criteria it for Accreditation Criterion 1 (page 10) "The institution's mission is clear and articulated publicly; it guides the institution.

See page 10 and 11 of Policy Book for more details.

MSCHE: "The Middle States Commission on Higher Education promotes educational excellence through innovation across diverse institutions.

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

A candidate or accredited institution possesses and demonstrates the following attributes or activities:

1. clearly defined mission and goals that:
 - a. are developed through appropriate collaborative and inclusive participation by all who facilitate or are otherwise responsible for institutional development and improvement;
 - b. address external as well as internal contexts and constituencies;
 - c. are approved and supported by the governing body;
 - d. Guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes;
 - e. Include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution;
 - f. are publicized and widely known by the institution's internal stakeholders;
 - g. are periodically evaluated;"

NWCCU: 1.A.1 The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

2. How prepared and accustomed are they to work with our type of institution. (open-access public college, close to HSI status etc.) Do they accredit other public colleges in Florida?

HCL: 31% from similar institutions

MSCHE: 22% from similar institutions

NWCUU: 34% from similar institutions

3. What are their General Education Requirements?

HCL: Resource Guide 3.B:

“1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

2. 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.”

Policy Book page 6. Eligibility Requirement #6 “The institution: a. Maintains a minimum requirement for general education for all of its undergraduate programs whether through a traditional practice of distributed curriculum (15 semester credits for AAS degrees, 24 for AS or AA degrees, and 30 for bachelor’s degrees) or through integrated, embedded, interdisciplinary, or other accepted models that demonstrate a minimum requirement equivalent to the distributed model. Any exceptions are explained and justified.

b. Has a program of general education that is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts common knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess. The institution clearly and publicly articulates the purposes, content and intended learning outcomes of its general education program.

MSCHE: Standard III 5a. General education program: “offers a sufficient scope to draw students into new areas of intellectual experience. Expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field

5b. Students acquire and demonstrate skills including oral and written communication, scientific and quantitative reasoning, techno. competency, and info. Literacy. Gen Ed. program includes study of values, ethics, and diverse perspectives.

NWCCU: 1.C.6 “Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.”

Eligibility Requirement #5

“...student learning outcomes (or core competencies) examples of which include, but are not limited to, effective communication, global awareness, cultural sensitivity, scientific and

quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy that are assessed across all associate and bachelor level programs or within a General Education curriculum.”

4. What is their stance towards academic freedom?

HCL: Resource Guide 2. D.

“The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.”

MSCHE: Standard II 1. “A candidate or accredited institution possesses and demonstrates...a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights;”

NWCUU: 2.B.2 “...the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.”

Eligibility Requirement #16:

“Academic Freedom: Within the context of its mission and values, the institution adheres to and maintains an atmosphere that promotes, supports, and sustains academic freedom and independence that protects its constituencies from inappropriate internal and external influences, pressures, and harassment. Faculty, students, staff, and administrators are free to examine and text all knowledge and theories”

5. How do they address different course modalities?

HCL: Policy book FDCR.A.10.050 (Page 35)

“An institution offering distance education or correspondence education, as such terms may be defined in federal regulations shall have processes through which the institution establishes that the student who registers in the distance education or correspondence education courses or programs is the same student who participates in and completes and receives the academic credit.

“In verifying the identity of students who participate in class or coursework the institution may make use of a one or more methods, at the option of the institution, which may include but need

not be limited to: (1) secure login and pass code; (2) proctored examinations; and (3) new or other technologies and practices that are effective in verifying the identity of students. Institutions must notify students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity such as separate fees charged by proctoring services, etc.”

Resource Guide 3.A.3:

“The institution’s program quality and learning goals are consistent across all modes of delivery...”

MSCHE: Only mention of online learning in the standards: “Standard II: A candidate or accredited institution possesses and demonstrates the following attributes or activities:

8e. Verification of student identity in distance and correspondence education;”

Evidence expectation, Page 8 final bullet: “Policies and/or procedures used to ensure student identity verification in distance or correspondence education courses.

NWCUU: 2.G.7 “The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.”

[Distance Education Policy](#)

6. What is their stance towards shared governance?

HCL: Resource Guide 5.A “Through its administrative structures and collaborative processes, the institution’s leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies-including its governing board, administration, faculty, staff and students-through planning, policies and procedures.

3. The institution’s administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.”

MSCHE: Standard VII: “A candidate...demonstrates the following...:

1. A clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for inclusive decision making by each constituency, including the institution's legally constituted governing body, administration, faculty, staff, and students, as well as any related entities:"

NWCUU: 2.A.4 "The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest."

7. What are their requirements regarding Diversity, Equity and Inclusion?

HCL: Resource Guide 1. C. #2 and #3

"The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives."

Resource Guide 3.B, #3

"The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world."

MSCHE: Guiding Principle 3:

"Throughout the seven standards, institutions should reflect deeply and share results on diversity, equity, and inclusion (DEI) in the context of their mission by considering at a minimum: goals and actions (Standard I) demographics and policies or processes (Standard II and VII); curriculum and services (Standard III and IV); assessments (Standard V); and resource allocation (Standard VI); One goal of DEI reflection would be to address disparate impacts on an increasingly diverse student population if discovered. Throughout the standards, institutions define *DEI* and *populations* and follow best practices with attention to data integrity and security.

Standard I: "A candidate...demonstrates...

3. goals that focus on student learning outcomes and student achievement that (3b) consider diversity, equity, and inclusion principles:"

Standard VI, 4: "planning for diversity, equity, and inclusion that is aligned with the institution's mission and goals, maintains sufficient resources, and leads to institutional improvement;"

Standard VII: "A candidate...possesses...

a legally constituted governing body that: (2b) has sufficient diversity, independence, and expertise to ensure the integrity of the institution

NWCUU: 1.D.2 "...indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other

institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

1.D.3 “The institution’s disaggregated indicators of student achievement should be widely published and available on the institution’s website.”

2.G.1 “Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.”

8. Does the accrediting body prohibit outside interference from the government?

HCL: Resource Guide 2.C. #4

“The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.”

MSCHE: Standard VII: “A candidate...possesses...

a legally constituted governing body that: (2b) has sufficient diversity, independence, and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution, meet regularly, and not allow political, financial, relationship with a related entity, or other undue influences to interfere with their governing responsibilities.”

NWCUU: 2.B.1 “Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.”

9. What is their substantive change policy?

HCL: See Resource Guide pp. 56-58 and Policy Book pp. 133-58

MSCHE: [Substantive Change Policy](#)

NWCUU: [Substantive Change Policy](#)

10. How will we transition from SACSCOC?

How long is their review cycle?

HCL: 10 years, 4th year review

MSCHE: 8 years, 4th year review

NWCUU: 7 years, 3rd year review

How long is their application process?

HCL: ~18 months

MSCHE: ~26-30 months

NWCUU: ~12-36 months

How expensive is their application process?

HCL: No pre application fees.

Application fee: \$17,650 + expenses (Accelerated Process for Initial Accreditation)

MSCHE: Pre application fee: \$4,800 + \$1,000 per Center/OCIS, + expenses

Application fee: \$14,680 (candidate assessment requires additional \$9,240 and \$2,100 per Center/location plus expenses)

NWCUU: Pre application fee: \$1,000

Application fee: \$9,900 + expenses (Candidate assessment requires additional \$4,900 per evaluator + expenses)