

A Century of Leadership

**National University
of Health Sciences
North Central Association
Reaccreditation Process**

Self-Study: 2004-2005
Site Visit: Sept. 26, 27 & 28, 2005



For more information about...



Contents

Introduction	2
Self-Study Plan	3
Leadership Input Plan	4
NCA Criteria of Evaluation	5-6
Self-Study Report Outline	7
Self-Study Schedule	8
Accreditation Site Visit	9
Self-Study Participants	10

Introduction

“In the United States, accreditation is voluntarily sought by institutions and is conferred by non-governmental bodies — membership organizations that accredit and thereby grant membership to educational institutions.” These words, from the North Central Association’s Web site, present the essence of accreditation in the United States. In contrast to the practice in some other countries where government provides accreditation, in the U.S. it is provided through a network of peer professional groups.

In the United States, six peer professional groups are distributed geographically. In our area, the group is the North Central Association (NCA), and its accrediting body is the Higher Learning Commission (HLC). National has been an accredited member of the NCA since 1981. Our accreditation will be reviewed by the HLC in 2005.

The HLC does not accredit individual programs. Rather, it accredits the institution as a whole, verifying that it has the wherewithal to offer whatever programs it proposes. So this accreditation does not look only at our academic programming, but also at the other aspects of university life — financial, administrative and interpersonal. And, since universities differ so much among themselves, the HLC does not impose a single vision of what should occur. Rather, it measures the individual university against general criteria that apply to higher education as a whole.

In our case, the specific criteria being used will present their own issues. The HLC has just completed a multi-year process of revising its criteria (see pages 5-6). The new criteria have been announced, but they have never yet been used. So it is impossible to know exactly how this will work.

But one thing is clear: the HLC, in concert with the other regional agencies, has decisively changed the focus of the criteria. In the past, accreditation criteria focused on resources: Do you have what you need to do your job? Money? Buildings? Books? Faculty? The new criteria are much more interested in processes: Is your operation characterized by competence, creativity, responsiveness, etc? As HLC literature states: Are you future-oriented, learning-focused, connected and distinctive?

The question used to be: Are you good? Now the question is: Are you getting better? Answering this question will be our goal over the next several months during this self-study.

Self-Study Plan

The image that will guide National's process of preparing for the reaccreditation site visit is "a centennial of leadership." National has always been a leader in advocating and obtaining accreditation for chiropractic education programs. As a leader in this regard, we take this process very seriously and welcome the challenge and opportunity reaccreditation provides for forging even greater conversation and understanding between every member of our university community.

We've come through many changes over the past 10 years since our last accreditation, and it's important for us to understand how we arrived where we are today.

Each step toward this understanding involves dialogue between those knowledgeable about the various activities that make our university work — especially administrative leaders, but also the entire community of faculty, staff and students, and the steering committee responsible for gathering the information and putting together the report. Understanding our progress involves analysis of our institutional changes, our curriculum changes, our financial planning and management, our effectiveness, our mission, and our planning for the future.

The HLC presents five major headings for 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

While we assemble the record of our dialogue, and the documentation necessary to achieve an understanding of how NUHS is meeting these criteria, the work of individuals and special committees of purpose will be woven together to give us a more comprehensive picture of where we started, where we are, and where we are heading. This self-study will ultimately culminate in the site visit by the HLC on September 26, 27 and 28.

Before, during and after this self-study process, we will provide access to our records and documents through the office of the vice president for academic services. You can also access working documents, dialogue and self-study schedules on Blackboard, our campus online information system. Just select "Self-Study" on the opening page and choose from the various options.

Leadership Input Plan

In addition to the five specific accreditation criteria listed previously, the HLC offers four themes which allow it to highlight the primary attributes of effective organizations, provide a benchmark for establishing new criteria, and create a solid framework for the process of our institutional self-study. These are:

1.) The Future-Oriented Organization

Our Planning Study Group will take the lead in examining this theme with the Facilities and Financial Study Group providing support.

2.) The Learning-Focused Organization

The Curricula Study Group will take the lead in examining this theme with the Faculty Study Group providing support.

3.) The Connected Organization

The Student Services Study Group will take the lead in examining this theme with the Learning Resource Center providing support.

4.) The Distinctive Organization

The Administration Study Group will take the lead in examining this theme with all study groups available to provide support as needed.

As a member of the NUHS community, you may be contacted by members of the above study groups for your input on how our organization meets HLC criteria and how effectively we meet the criteria with respect to the above themes. You may also provide input to any of the above groups through Blackboard, our online campus information system, or by writing the vice president for academic services.

NCA Criteria of Evaluation

(<http://www.ncahigherlearningcommission.org/restructuring/newcriteria/NewCriteria.pdf>)

1. Mission and Integrity

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.

- The organization's mission documents are clear and articulate publicly the organization's commitments.
- In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.
- Understanding of and support for the mission pervade the organization.
- The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.
- The organization upholds and protects its integrity.

2. Preparing for the Future

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.

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

3. Student Learning and Effective Teaching

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

- The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.
- The organization values and supports effective teaching.
- The organization creates effective learning environments.
- The organization's learning resources support student learning and effective teaching.

4. Acquisition, Discovery and Application of Knowledge

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.

- The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.
- The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.
- The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse and technological society.
- The organization provides support to ensure that faculty, students and staff acquire, discover and apply knowledge responsibly.

5. Engagement and Service

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

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

Report Outline

The following is a proposed outline for the Self-Study Report we intend to prepare. Through the successive steps of data collection, writing and review, the outline may evolve. Still, even a preliminary outline can guide our common efforts over the coming months.

Chapter One

The Future-Oriented Organization

Chapter Two

The Learning-Focused Organization

Chapter Three

The Connected Organization

Chapter Four

The Distinctive Organization

Chapter Five

Request for Change — Request to add an Applied Science (AAS) degree in conjunction with the Massage Therapy Certificate Program.

Chapter Six

Request for Change — Request to add a first professional program in naturopathic medicine to offer a Doctor of Naturopathic Medicine degree.

Chapter Seven

Request for Change — Request to add a first professional program in acupuncture and Oriental medicine, to offer a Master of Science in Acupuncture and a Master of Science in Oriental Medicine.

Chapter Eight

Relations with Governmental and Higher Education Agencies

Chapter Nine

Conclusion

Self-Study Schedule

April 2004

New Programs Submitted

May 2004

Initial Site Visit

March-April 2004

Appointment of Steering Committee and Subcommittees

September 2004

Analysis, information gathering, preparation of draft study report

September 2004— January 2005

Circulate and receive feedback on draft report

April 2005

Compilation of final self-study report

May — July 2005

Make arrangements with Evaluation Team, submit self-study report and prepare for site visit.

Accreditation Site Visit

The self-study process outlined here and the preparation of a written report will be followed by a visit to NUHS by a team of consultant evaluators. NUHS's site visit will take place September 26, 27 and 28, 2005.

Appointed by The Higher Learning Commission of NCA in consultation with NUHS, the team will be comprised of administrators and faculty from other colleges and universities who are members of NCA. We can expect that individual members of the team will visit all of NUHS's facilities, including each of our clinics.

Team members will want to have conversations with representative members from all segments of the NUHS community: administrators, staff, faculty, and students. Some of these conversations will occur in small group settings or individual meetings. Others will be larger, open forum events at which all are welcome.

In the case of faculty, staff and students, the availability of a typical cross-section of each population will be sufficient to meet the needs of the consultant evaluators. But in the case of university leaders, the availability of all will be essential. This means that vice presidents, deans, department chairs, directors, and managers should expect to be directly involved in the site visit.

It is not too early to enter these dates in your calendar and protect them. September 26, 27 and 28 is a time when all university leaders should be present and available.

At the end of their visit, the team members will summarize their findings in a preliminary report, which will include their recommendation regarding reaccreditation. This preliminary report will be presented in an exit interview with the president.

Later, the consultant evaluators will craft a final team report, which is part of the official evaluation process. The final report is submitted to the Higher Learning Commission of the NCA. It is the commission which makes the final determination regarding reaccreditation.

Self-Study Steering Committee

Ms. Kim Anderson

Dr. Jeffrey Bergin

Dr. Gregory Cramer

Dr. Sue Darby

Dr. Daniel Driscoll

Ms. Behty Harrison

Mr. Ron Mensching

Ms. Nancy Mitzen

Dr. Christena Nicholson

Dr. Fraser Smith

Dr. Jonathan Soltys

Dr. Randy Swenson

Ms. Joyce Whitehead