



January 25, 2023

Academic and Student Affairs Committee

Institutional and Specialized Accreditation

Board of Trustees

MINNESOTA STATE

Agenda

- **Accreditation Types – Institutional and Specialized or Programmatic**
 - Institutional accreditors regional or national
 - Different from Licensure and Certification
- **Higher Learning Commission (HLC) – Institutional Regional Accreditor**
- **Specialized or Programmatic Accreditation**
 - National Perspective
 - System Office Perspectives
 - Campus Perspectives

Accreditation Types

Institutional Accreditor

Accreditation Types

GENERAL GOAL: To maintain standards of educational quality based on specific articulated standards

Institutional

- Applicable to the entire institution
- Includes agencies that may specialize in a specific discipline or area of degrees (e.g., health professions, legal education, etc.)
- Establishes opportunities to participate in Title IV program funding

Specialized or Programmatic

- Applicable to specific departments, academic programs, or disciplines within an institution or agency
- Establishes opportunities to participate in Title IV program funding

Council for Higher Education Accreditation (CHEA). CHEA is the international authority on post-secondary accreditation and also maintains a list of agencies it deems reputable on its [website](#). Reference: ed.gov

Licensure and Certification

Licensure

- an official process, administered by a state-level authority, that is required by law in order for an individual to practice a regulated profession
- e.g., Minnesota Peace Officer Standards and Training (MN POST Board), Minnesota Board of Nursing, Professional Educator Licensure and Standards Board (PELSB)

Certification

- a function administered by a nongovernmental organization, which is intended to further recognize professional competence based on having met the quality standards of the organization.
- prevalence and relevance of certification varies by profession.

Reference: <https://sites.ed.gov/international/professional-licensure/#LvC>

Board Policy on Accreditation 3.43

Part 1. Purpose

To establish accreditation requirements for colleges and universities.

Part 2. Background

Higher education institutions demonstrate that they and their educational programs meet minimum standards through accreditation. Accreditation can be attained at the institutional or programmatic level. Once achieved, accreditation must be renewed periodically to ensure that the quality of the institution and educational programs is maintained.

In order for students to receive federal student aid from the U.S. Department of Education for postsecondary study, the institution must be accredited by a federally recognized accreditor.

An Overview of the Higher Learning Commission (HLC)

Institutional-National/Regional Accreditor

Why Specialized Accreditation?

Examples of Specialized Accreditors

Board Policy on Accreditation 3.43

Part 4. Accreditation

Subpart B. Program Accreditation

For programs that have an accreditation and for which people working in that field must be licensed or certified for employment, then colleges and universities shall achieve and maintain accreditation for those programs (i.e., law enforcement, nursing, dental hygiene, etc.).

Colleges and universities are encouraged, though not required, to obtain voluntary program accreditation where appropriate and aligned with the mission of the college or university (i.e., automotive technician, business, chemistry, etc.).

Specialized Accreditation-National View

- **Programmatic accreditors evaluate specific programs or disciplines**
- **More than 60 recognized programmatic accrediting organizations in the United States (which are distinct from state licensing bodies)**
- **Examples include:**
 - Accreditation Board for Engineering and Technology (ABET)
 - Accreditation Commission for Education in Nursing (ACEN)
 - Association to Advance Collegiate Schools of Business (AACSB)
 - Council for the Accreditation of Educator Preparation (CAEP)

Specialized Accreditation-System View

- How many approved specialized accreditation programs across Minnesota State?
- Most frequent specialized program accreditation?
- Required versus Optional Specialized Accreditation



**Accreditation Council
for Education in
Nutrition and Dietetics**



Specialized Accreditation-Campus View



Minnesota
North College



ST. CLOUD STATE
UNIVERSITY



North Hennepin Community College

**American Bar Association (ABA) – Approved
Paralegal Program, A.S. & Certificate**

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Summary of NHCC's Paralegal Program

- **ABA-Approved since 1979, last re-approval August 2021**
- **One of Five ABA-Approved Paralegal Programs in Minnesota**
 - North Hennepin, Inver Hills, Moorhead, Winona & Hamline Univ.
- **Consistently rated first or second in the MN by Minnesota Lawyer Reader Rankings**
- **Coursework prepares graduates to provide specifically delegated substantive legal work for which a lawyer is responsible.**
- **First, and only, ABA-Approved Paralegal Program in the country to deliver paralegal education to incarcerated students.**



Why is ABA-Approval Important?

- The Standing Committee on Paralegals develops and promotes policies relating to the education, employment, training and effective use of paralegals.
- The Standing Committee, through its Approval Commission, continues to serve as the body to set standards for paralegal education. In addition to overseeing its approval program, the Standing Committee monitors trends in the field.
- Recognized as the “gold standard” for paralegal education by legal community



AMERICAN **BAR** ASSOCIATION

ABA Approved
Paralegal Program



ABA-Approval Process

Educational programs approved by the American Bar Association must satisfy the stringent requirements of the approval process.

- These include a minimum of 60 semester hours of study (18 semester hours must be designed specifically to develop paralegal skills), extensive reports and periodic site visits.
- An ABA-approved paralegal education program has undergone a rigorous scrutiny of its curriculum, advisory committee, faculty, recruiting and admission practices, library and computer resources, student services, and other aspects of the program.
- Mandatory assessment of employers, graduates, students, and job placement.



Impact on Students & the Workforce

Benefits to Students

- \$56K 2-3 yr. paralegal midpoint salary in Minneapolis
- Equity – affordable Minnesota State tuition
- High Job Placement
- Student Opportunities w/ Community
 - Target, Cargill Programs, Law Firms
 - Partnership with Dept. of Corrections & All Square

Workforce Needs

- 15% growth through 2026 (BLS)
- Recruiters - Employers favor ABA-approved programs
- Access to Justice initiatives



Thank You

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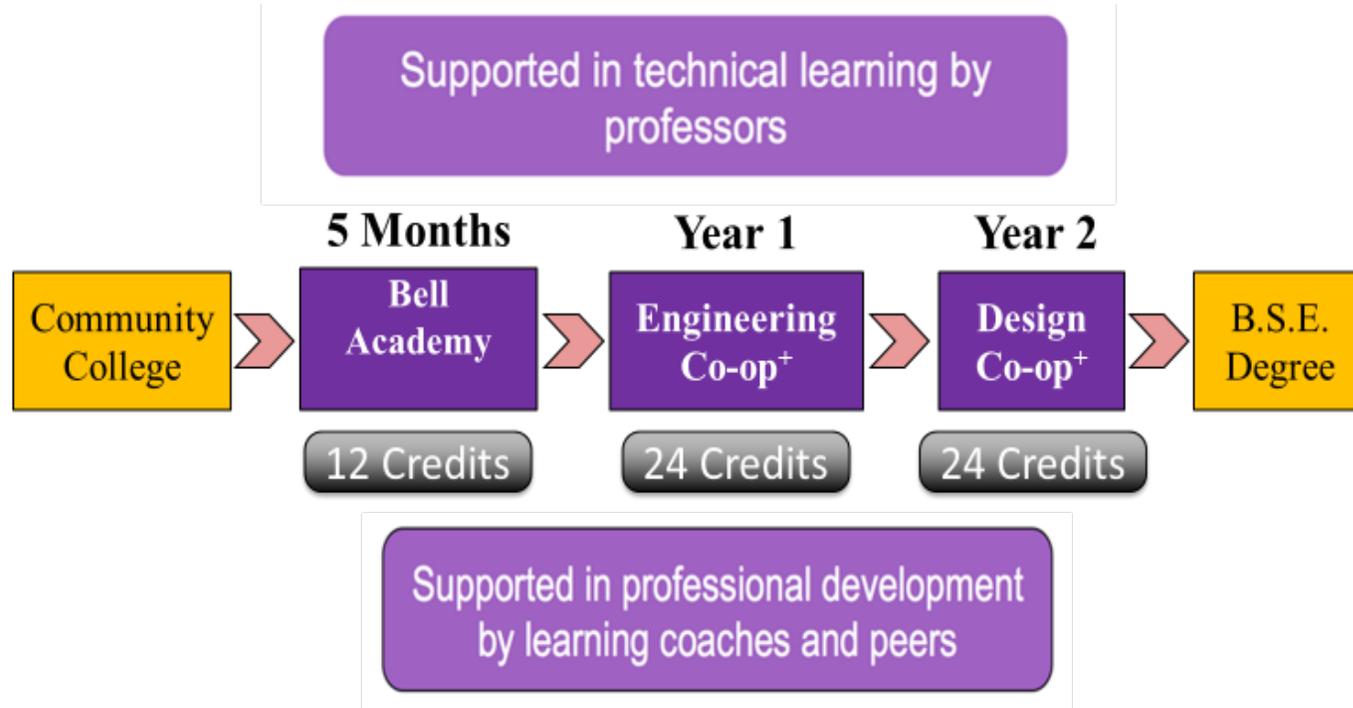


Iron Range Engineering (IRE) & Accreditation

Becky Bates & Cody Mann



IRE started as an accreditable, upper-division, project-based engineering program closely tied to community college preparation and has innovated to a work-based program.



ABET is the international engineering accreditation organization where student outcomes and curriculum expectations are defined by professional societies.



Engineering
Accreditation
Commission



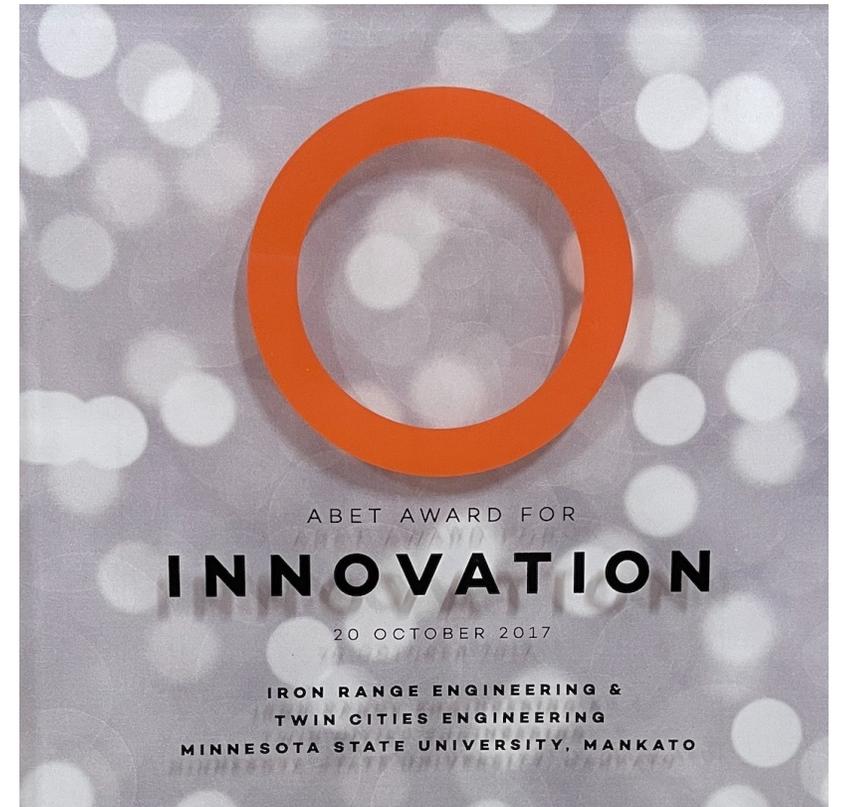
**MINNESOTA BOARD OF
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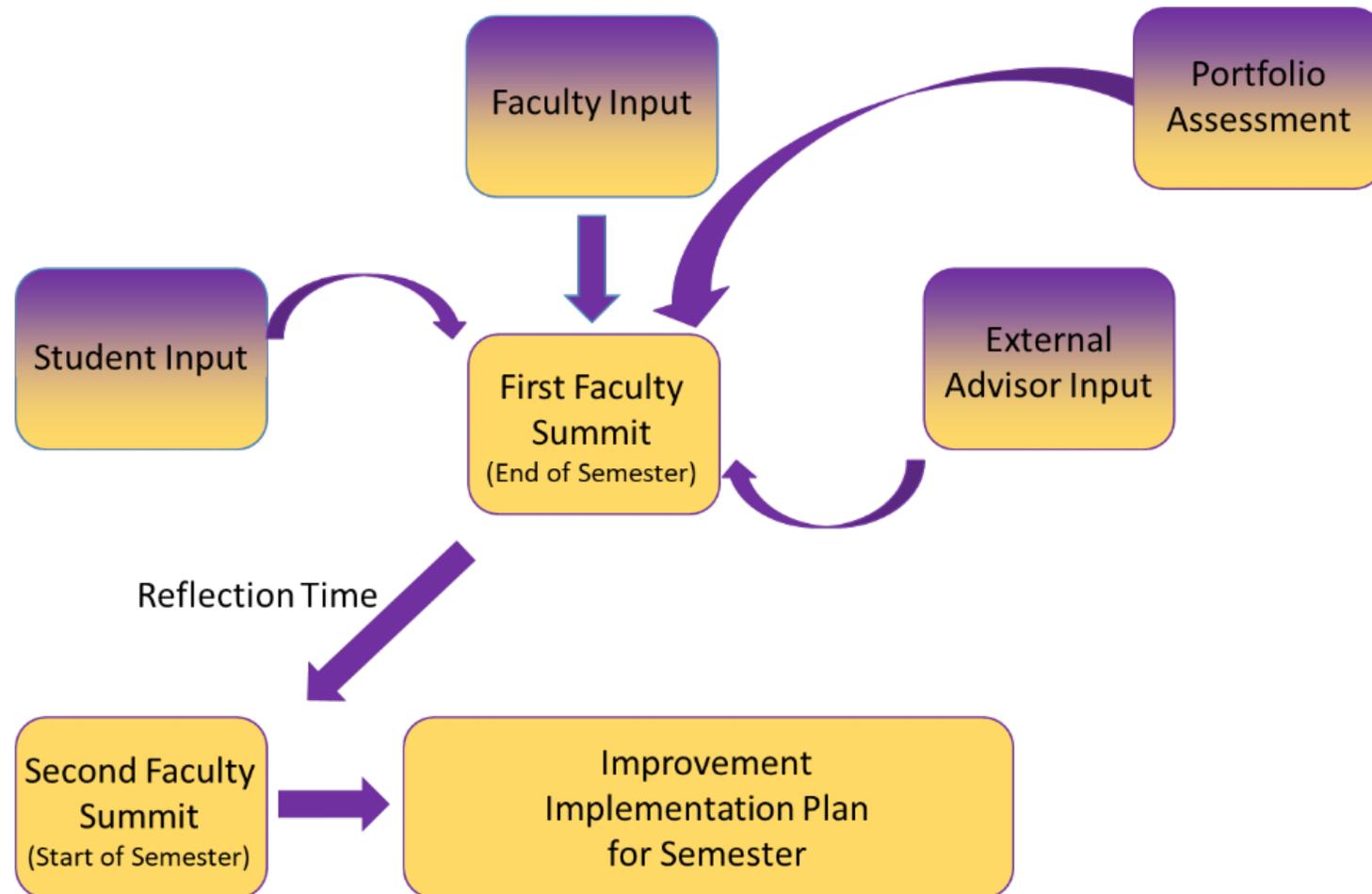
The accreditation process drives innovation and partnerships between academic institutions and industry partners.

A number of interviewees commented that IRE was “a truly innovative model, based on good scholarly work, that doesn’t get the press and the accolades that it deserves.” As one interviewee commented, “they are not starting with any cream-of-the-crop students. They take students that wouldn't make it into outstanding engineering departments and they turn them into independent learners in two years. It is really very different.”

-R. Graham from [“Global state of the art in engineering education.”](#) 2018



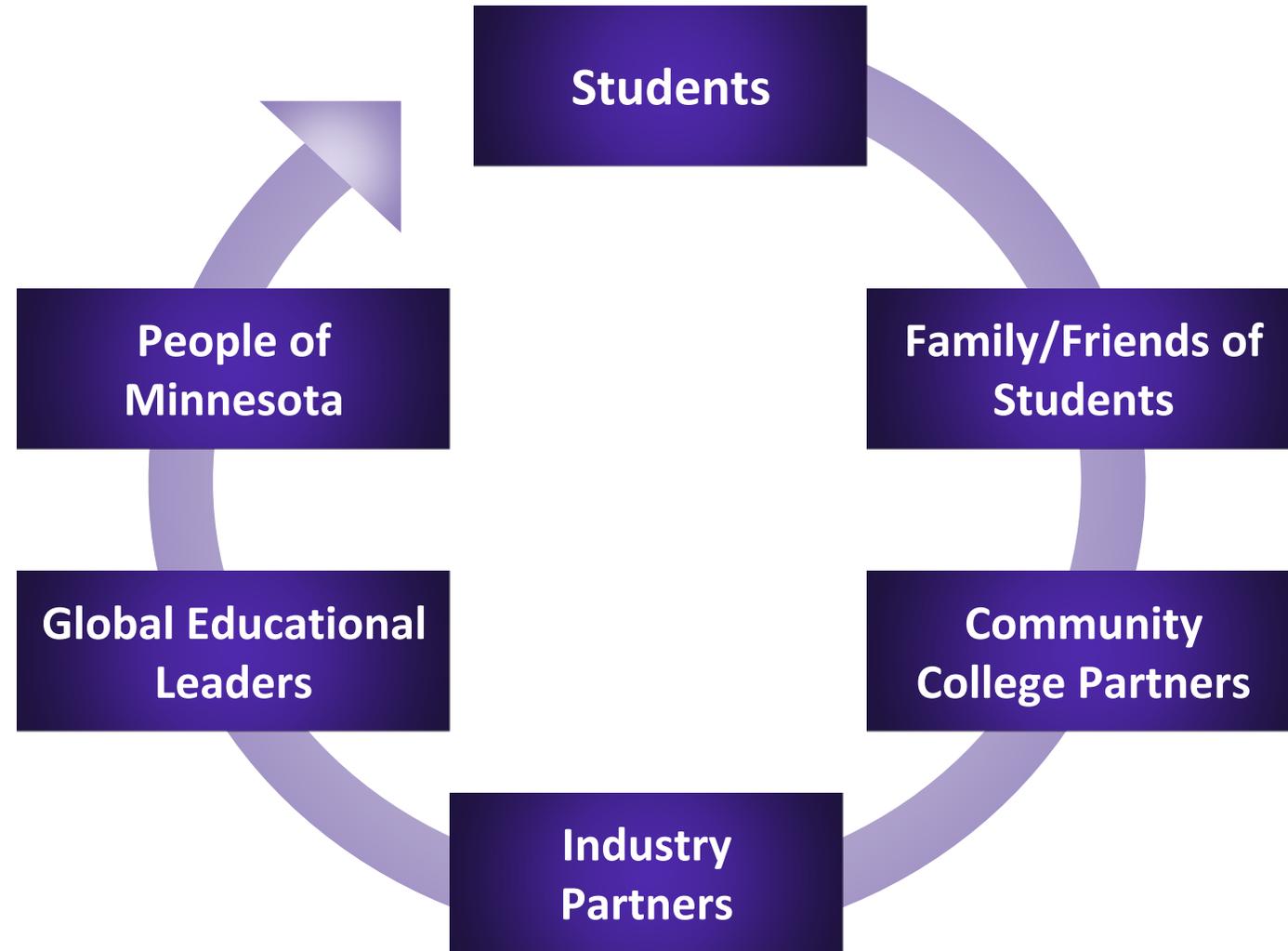
Accreditation happens on a 6-year cycle and requires a defined improvement process, a written self-study, and a 3-day on-campus visit from an evaluation team.



IRE and Twin Cities Engineering use the accreditation process to continuously improve the student experience.



Many stakeholders are affected by this continued accreditation, which creates additional opportunities.



Iron Range Engineering (IRE) & Accreditation

Thank you!



Iron Range Engineering (IRE) & Accreditation

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**North Hennepin Community College
and
St. Cloud State University**

**Medical Laboratory Technician (MLT)
and
Medical Laboratory Science (MLS)**

National Accrediting Agency for Clinical Laboratory
Science (NAACLS) accreditation



NHCC MLT Summary

- 1 of 10 accredited MLT programs in Minnesota
 - 8 within Minnesota State
- Program recognized in May 1990 and ran first class September 1990
- Final semester of the program is a 12-week clinical in the healthcare setting
- 60 credits - Associate of Applied Science
 - All 60 credits fit directly into the St. Cloud 2+2 program



St. Cloud MLS Summary

- 1 of 5 accredited MLS program in Minnesota
 - Only 2+2 accredited program in Minnesota State
- Program launched fall 2010, collaborative from the start
- 2007-2010 worked with MLT faculty to create format and content
- Students need employer support to start, provide financial support and clinical internship
- 12 weeks clinical internship in hospital setting (reduced by work experience)
- 60 credits – Bachelor of Science in MLS



Why NAACLS accreditation?

- Ensures that programs are meeting the needs of the workforce and that students are ready for entry level work in the profession
 - Currently there are massive workforce shortages in the laboratory field in healthcare
- Provides direct route to American Society for Clinical Pathology (ASCP) Board of Certification (BOC) Exam
 - Multiple routes to qualify to sit for the exam
 - Route 1 is going through an accredited program
 - Other routes require more laboratory exposure which can be challenging for hospitals to accommodate especially during shortages



NAACLS - Accreditation Process

- Provides recognition for education programs that meet established education standards in clinical laboratory science disciplines
- External peer review process which requires both a self-study and site visit
- 10-year maximum award, interim report required halfway through
- Annual reporting of program outcomes including job placement, graduation and attrition rates, and Board of Certification pass rates

NHCC Timeline

Accreditation through April 30, 2029

Self-study due April 1, 2028 – fall 2028 site visit

Interim report due April 1, 2023

SCSU Timeline

Accreditation through April 30, 2028

Self-study due April 1, 2027 – fall 2027 site visit

Interim report completed April 6, 2022



Impact on students and workforce

- All major healthcare systems in the Twin cities and outer Minnesota require ASCP certification
 - Allows students that graduate to very easily obtain a job; most students MLT and MLS have jobs lined up prior to graduation
- MLT to MLS program provides career ladder opportunities
- Laboratory programs have very strong curriculum and high standards due to the outside accreditation. This has resulted in requests from industry to partner with our program in an attempt to draw students into a less traditional route
 - Beckman Coulter Partnership – NHCC first in the country to partner with them in this new initiative
 - Takeda Partnership



Thank You

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Questions and Answers

Additional Information

Upcoming HLC Visits

Minnesota State Colleges and Universities HLC Upcoming Visits for Spring 2023

College/University	HLC Visit or Monitoring Report Expected	Accreditation Reaffirmation
Central Lakes College	04/03/2023 Comprehensive Evaluation	2022-2023
Minnesota State Community and Technical College	04/24/2023 Comprehensive Evaluation	2022-2023
North Hennepin Community College	04/24/2023 Comprehensive Evaluation	2022-2023

HLC Visits and Reports Due 2022-2023

A Total Number of 10 HLC Visits and Reporting Due

COLLEGE NAME	UPCOMING HLC VISIT/REPORTING DATE/TYPE ACADEMIC YEAR 2022-2023
Ridgewater College	07/25/2022 Assurance Review
South Central College	08/31/2022 Interim Report on Program Review
Minnesota North College (NHED)	11/14/2022 Focus Visit
Central Lakes College	04/03/2023 Comprehensive Evaluation
Century College	04/03/2023 Assurance Review
Minnesota State Community and Technical College	04/24/2023 Comprehensive Evaluation
North Hennepin Community College	04/24/2023 Comprehensive Evaluation
Pine Technical and Community College	04/24/2023 Assurance Review
Northwest Technical College	04/28/2023 Interim Report on Application/Credit Hours & Assessment
Minnesota State College Southeast	06/30/2023 Interim Report on Assessment
TOTAL (10)	Assurance Review (3) – <u>30%</u> Comprehensive Evaluation (3) – <u>30%</u> Focus Visit (1) – <u>10%</u> Interim Report on Assessment, Application/Credit Hours, and Program Review (3) – <u>30%</u>

Higher Learning Commission (HLC)

HLC Accreditation is guided by the review of five criteria* that mark standards of quality within an institution.

- **Criterion 1. Mission:** The institution's mission is clear and articulated publicly; it guides the institution's operations.
- **Criterion 2. Integrity: Ethical and Responsible Conduct:** The institution acts with integrity; its conduct is ethical and responsible.
- **Criterion 3. Teaching and Learning: Quality, Resources, and Support:** The institution provides quality education, wherever and however its offerings are delivered.
- **Criterion 4. Teaching and Learning: Evaluation and Improvement:** The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.
- **Criterion 5. Institutional Effectiveness, Resources and Planning:** The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

* Each With Core Components

Resource: [HLC Policies Criteria and Core Components](#) (Retrieved 2022)

HLC Criteria Directly Related to the Governing Board

Criterion 2. Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

Core Components

2.A. The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.

HLC Criteria Directly Related to the Governing Board

More Core Components to Criteria 2

2.C. The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

HLC Criteria Directly Related to the Governing Board

Criterion 5. Institutional Effectiveness, Resources and Planning

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Core Components

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.



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