



# Higher Learning Commission

A commission of the North Central Association

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February 17, 2014

Dr. William M Wilson  
President  
Oral Roberts University  
7777 S. Lewis Ave.  
Tulsa, OK 74171

Dear President Wilson,

As you are aware, the Higher Learning Commission has developed a new model of accreditation, which includes the Standard and Open Pathways. One key characteristic of the Pathways model is a reduction in the monitoring and reporting burden between scheduled accreditation reviews. Because the Pathways model includes two accreditation reviews during a 10-year cycle, the Commission aims, whenever practical, to combine most follow-up monitoring such as interim reports or focused visits with regularly scheduled Pathways reviews.

When your institution transitioned to Pathways, there was outstanding monitoring that was originally assigned before your institution transitioned to Pathways. The Commission developed a process to determine when and how such future monitoring activities could be integrated or “embedded” with upcoming Pathways events, thus reducing the accreditation burden to your institution. This determination is usually, but not always, determined by the temporal proximity of the monitoring due date to an upcoming Pathways review. Below is a description of how scheduled monitoring activities have been adjusted to comport with the Pathways model. For institutions with only one follow-up monitoring event scheduled, this is straightforward. For institutions with multiple follow-up monitoring events, please note that due to the timing of different monitoring events and the proximity of each event to the next Pathways review, some monitoring was adjusted and other monitoring may have remained in place.

Original Form of Monitoring and Due Date	Description of Original Monitoring	New Monitoring Expectation	Description of New Monitoring Expectation
Monitoring Interim Report - 12/1/14	A report on communication of the data and findings from assessment to the program directors and administration where the results of assessment directly affect the program changes for the future. This report should include the assessment data from the on campus and online programs showing how this information is formally communicated and influences change throughout the University.	Embed into Comprehensive Evaluation: 9/1/2016	Visit to include embedded interim report on communication of the data and findings from assessment to the program directors and administration where the results of assessment directly affect the program changes for the future. This report should include the assessment data from the on campus and online programs showing how this information is formally communicated and influences change throughout the University.

Original Form of Monitoring and Due Date	Description of Original Monitoring	New Monitoring Expectation	Description of New Monitoring Expectation
Monitoring Focused Visit - 4/1/15	A visit in Spring 2015 that addresses the following: 1) A comprehensive, integrated business plan that is aligned with a financial model that generates realistic and sustainable revenues, particularly from net tuition and philanthropic support; 2) A hiring strategy that (a) outlines a strategy for the hiring of faculty in areas where the current faculty do not hold degrees one level above the students they are teaching, (b) provides data to show they are improving in this area, and (c) a strategy that provides tested good practices and periodically evaluates the faculty for their preparation in online teaching (d) benchmarks the goal of 60 percent of faculty having a terminal degree.	No change	

Future review teams will have access to the original team report or other material describing the concerns that resulted in the monitoring. The materials that your institution prepares for the upcoming Pathways event should integrate a discussion of how your institution has addressed the previous concerns that resulted in the assignment of the embedded follow-up monitoring. Your institution will use the Commission's online Assurance System as usual for Pathways reviews; that system is structured around the Commission's Criteria for Accreditation and the Core Components. Following the reduced burden approach, please note that there will be no separate place in the system to specifically address the embedded monitoring; the Commission expects that the discussion of the previous concerns will be integrated within the corresponding Criteria and Core Component sections. Peer review teams will be asked to make specific comment in their team reports about whether and how the institution has satisfied the embedded monitoring requirement.

Additional information about Pathways is available on the Commission's [website](#), including online training on the Assurance System.

If you have any questions, please feel free to contact your Commission staff liaison, Barbara Johnson.

Sincerely,

The Higher Learning Commission

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