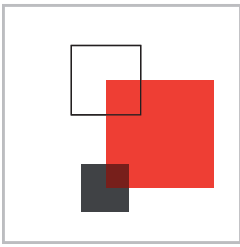# 2013
Handbook of Accreditation Revised
Quick Reference Guide

WASC Senior College and University Commission

THE CORE COMMITMENTS AND STANDARDS OF ACCREDITATION

Overview

The Core Commitments and Standards of Accreditation provide a foundation for institutional reviews and actions. The Core Commitments express the values underlying WSCUC accreditation, while the Standards build upon the Core Commitments, articulating broad principles of good practice. The Standards are explicated by the Criteria for Review (CFR), and the CFRs in turn are supported by Guidelines and Commission policies. Together, these elements provide a coherent basis for institutional review and at the same time assure quality and integrity.

Understanding the WSCUC Standards

The WSCUC process begins by calling upon institutions to ground their activities in three Core Commitments. By affirming these Core Commitments and taking ownership of the accreditation process, institutions create learning environments that continuously strive for educational excellence and operational effectiveness in order to serve both students and the public good.

Core Commitment to Student Learning and Success

Institutions have clear educational goals and student learning outcomes. Institutions collect, analyze, and interpret valid and reliable evidence of learning as a way of assessing student achievement and success. Institutions support the success of all students and seek to understand and improve student success.

Core Commitment to Quality and Improvement

Institutions are committed to high standards of quality in all of their educational activities. They utilize appropriate evidence to improve teaching, learning, and overall institutional effectiveness. Through strategic and integrated planning, institutions demonstrate the capacity to fulfill their current commitments and future needs and opportunities.

Core Commitment to Institutional Integrity, Sustainability, and Accountability

Institutions recognize that the public has entrusted them with the critical responsibilities of upholding the values of higher education and contributing to the public good. They engage in sound business practices, demonstrate institutional integrity, operate in a transparent manner, and adapt to changing conditions.

Standards of Accreditation

The Standards of Accreditation consist of four broad, holistic statements that reflect widely accepted good practices in higher education. WSCUC institutions are diverse in terms of mission, character, and type. The Standards are broad enough to honor that diversity, respect institutional mission, and support institutional autonomy. At the same time, institutions must demonstrate that they are in substantial compliance with the four Standards and related Criteria for Review in order to become and remain accredited. The four Standards are:

- **Standard 1:** Defining Institutional Purposes and Ensuring Educational Objectives

- **Standard 2:** Achieving Educational Objectives Through Core Functions

- **Standard 3:** Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability

- **Standard 4:** Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement

Criteria for Review

Thirty-nine Criteria for Review (CFR) are distributed across the four Standards. The CFRs under each Standard provide more specific statements about the meaning of the Standard. The CFRs are grouped under headings that identify major aspects of institutional functioning. The CFRs are cited by institutions in their institutional report, by peer reviewers in evaluating institutions, and by the Commission in making decisions about institutions. Many of the CFRs are cross-referenced to allow for ease in identifying related and connected CFRs.
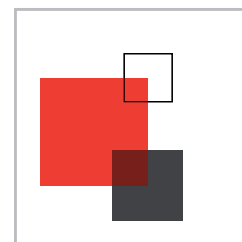
Guidelines

Where Guidelines are provided, they assist institutions in interpreting the CFRs by offering examples of how institutions can address a particular Criterion for Review. An institution is welcome to employ different practices from those described in a particular Guideline; in that case, the institution is responsible for showing that it has addressed the intent of that Criterion in an equally effective way.

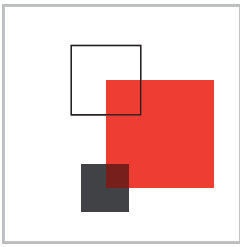## Related Commission Policies and Resources

Following some CFRs are references to policies of particular relevance to those CFRs and any related Guidelines. Institutions are encouraged to become familiar with, and to review periodically, all Commission policies, which are binding on member institutions.

Following some CFRs are references to manuals and resource guides. The procedures described in WSCUC manuals, like policies, are binding. Guides, offering principles and examples of good practice, address topics such as program review, transparency, graduate education, and the use of evidence. Guides are not binding; they are merely suggestive and intended to provide helpful information.

Current versions of WSCUC policies, manuals, and resource guides are available at the WSCUC website at www.wascsenior.org.

Colleges and universities have been under increasing pressure to become more accountable for student academic achievement; to be more transparent in reporting the results of accreditation; and to demonstrate their contribution to the public good.

Understanding the WSCUC Standards

nstitutions accredited by WSCUC share a common set of commitments that focus on students, safeguard quality, and assure integrity, accountability, and transparency. Institutions demonstrate this commitment by adhering to the Standards of Accreditation. WSCUC institutions represent richness in diversity of mission, character, and type, and the WSCUC Standards are written in such a way as to honor that diversity by respecting institutional mission and preserving institutional autonomy. By affirming these Core Commitments, institutions create learning environments that continuously strive for educational excellence and operational effectiveness in order to serve the public good.
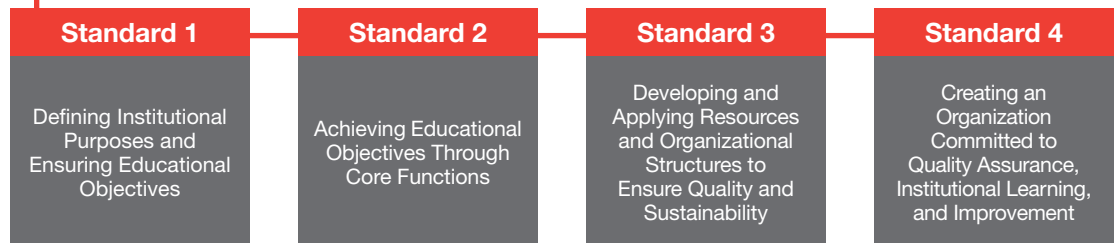
1. Core Commitments

The WSCUC process begins by calling upon institutions to ground their activities in three Core Commitments. By affirming these Core Commitments and taking ownership of the accreditation process, institutions create learning environments that continuously strive for educational excellence and operational effectiveness in order to serve both students and the public good.

☐ Core Commitment to Student Learning and Success

☐ Core Commitment to Quality and Improvement

☐ Core Commitment to Institutional Integrity, Sustainability, and Accountability

2. Standards of Accreditation

The Standards of Accreditation consist of four broad, holistic statements that reflect widely accepted good practices in higher education. WSCUC institutions are diverse in terms of mission, character, and type. The Standards are broad enough to honor that diversity, respect institutional mission, and support institutional autonomy. At the same time, institutions must demonstrate that they are in substantial compliance with the four Standards and related Criteria for Review in order to become and remain accredited. The four Standards are:
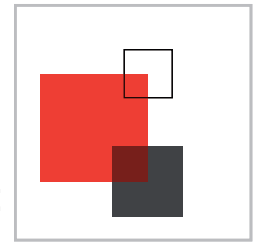
Standard 1	Standard 2	Standard 3	Standard 4
Defining Institutional Purposes and Ensuring Educational Objectives	Achieving Educational Objectives Through Core Functions	Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability	Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement

Standard 1

Defining Institutional Purposes and Ensuring Educational Objectives

☐ *Institutional Purposes*

☐ *Integrity and Transparency*

The institution defines its purposes and establishes educational objectives aligned with those purposes. The institution has a clear and explicit sense of its essential values and character, its distinctive elements, and its place in both the higher education community and society, and its contribution to the public good. It functions with integrity, transparency, and autonomy.

example

Students and their success continue to stand at the center of concerns about higher education accreditation. Thus accreditation seeks to establish standards and measurements of quality that ensure that students earn degrees in a timely manner, and that those degrees have demonstrable meaning and currency within the society at large.

3. Criteria for Review

Thirty-nine Criteria for Review (CFRs) are distributed across the four Standards. The CFRs under each Standard provide more specific statements about the meaning of the Standard. The CFRs are grouped under headings that identify major aspects of institutional functioning. The CFRs are cited by institutions in their institutional report, by peer reviewers in evaluating institutions, and by the Commission in making decisions about institutions. Many of the CFRs are cross-referenced to allow for ease in identifying related and connected CFRs. Embedded cross references can help institutions orient and check themselves with reference to other Criteria for Review.

4. Guidelines

Where Guidelines are provided, they assist institutions in interpreting the CFRs by offering examples of how institutions can address a particular Criterion for Review. An institution is welcome to employ different practices from those described in a particular Guideline; in that case, the institution is responsible for showing that it has addressed the intent of that Criterion in an equally effective way.

5. Related Commission Policies and Resources

Following some CFRs are references to policies of particular relevance to those CFRs and any related Guidelines. Institutions are encouraged to become familiar with, and to review periodically, all Commission policies, which are binding on member institutions.

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Guides are not binding; they are merely suggestive and intended to provide helpful information.

Current versions of WSCUC policies, manuals, and resource guides are available at the WSCUC website at www.wascsenior.org.

Institutional Purposes
Criteria for Review

1.1 The institution's formally approved statements of purpose are appropriate for an institution of higher education and clearly define its essential values and character and ways in which it contributes to the public good.

1.2 Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved. The institution regularly generates, evaluates, and makes public data about student achievement, including measures of retention and graduation, and evidence of student learning.

example

See also CFR 2.4, 2.6, 2.10, 4.2

example

GUIDELINE: The institution has a published mission statement that clearly describes its purposes. The institution's purposes fall within recognized academic areas and/or disciplines.

example
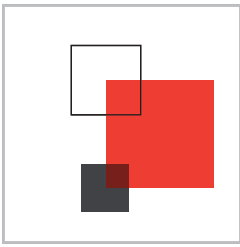
Defining Institutional Purposes and Ensuring Educational Objectives

☐ Institutional Purposes

☐ Integrity

☐ Transparency

The institution defines its purposes and establishes educational objectives aligned with those purposes. The institution has a clear and explicit sense of its essential values and character, its distinctive elements, its place in both the higher education community and society, and its contribution to the public good. It functions with integrity, transparency, and autonomy.

Institutional Purposes

Criteria for Review

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GUIDELINE: The institution has a published mission statement that clearly describes its purposes. The institution's purposes fall within recognized academic areas and/or disciplines.

1.2   Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved. The institution regularly generates, evaluates, and makes public data about student achievement, including measures of retention and graduation, and evidence of student learning.

See also CFR 2.4, 2.6, 2.10, 4.2

Integrity and Transparency

Criteria for Review

1.3   The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and writing.

GUIDELINE: The institution has published or has readily available policies on academic freedom. For those institutions that strive to instill specific beliefs and world views, policies clearly state how these views are implemented and ensure that these conditions are consistent with generally recognized principles of academic freedom. Due-process procedures are disseminated, demonstrating that faculty and students are protected in their quest for truth.

See also CFR 3.2, 3.10

1.4   Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, its hiring and admissions criteria, and its administrative and organizational practices.

☐ Diversity Policy

GUIDELINE: The institution has demonstrated institutional commitment to the principles enunciated in the WSCUC Diversity Policy.

See also CFR 2.2a, 3.1

Integrity and Transparency
Criteria for Review

1.5 Even when supported by or affiliated with governmental, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy.

☐ Independent Governing Board Policy ☐ Related Entities Policy

GUIDELINE: The institution does not experience interference in substantive decisions or educational functions by governmental, religious, corporate, or other external bodies that have a relationship to the institution.

See also CFR 3.6-3.10

1.6 The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution demonstrates that its academic programs can be completed in a timely fashion. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid

GUIDELINE: The institution has published or has readily available policies on student grievances and complaints, refunds, etc. The institution does not have a history of adverse findings against it with respect to violation of these policies. Records of student complaints are maintained for a six-year period. The institution clearly defines and distinguishes between the different types of credits it offers and between degree and non-degree credit, and accurately identifies the type and meaning of the credit awarded in its transcripts. The institution's policy on grading and student evaluation is clearly stated and provides opportunity for appeal as needed.

See also CFR 2.12

1.7 The institution exhibits integrity and transparency in its operations, as demonstrated by the adoption and implementation of appropriate policies and procedures, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas. The institution's finances are regularly audited by qualified independent auditors.

☐ Complaints and Third Party Comment Policy

See also CFR 3.4, 3.6, 3.7

1.8 The institution is committed to honest and open communication with the Accrediting Commission; to undertaking the accreditation review process with seriousness and candor; to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution; and to abiding by Commission policies and procedures, including all substantive change policies.

☐ Degree Level Approval Policy

☐ Public Disclosure of Accreditation Documents and Commission Actions Policy

☐ Honorary Degrees Policy

☐ Legal Fees Policy

☐ Maintenance of Accreditation Records Policy

☐ Matters Under Litigation Policy

☐ Substantive Change Policy; Substantive Change Manual

☐ Unannounced Visits Policy
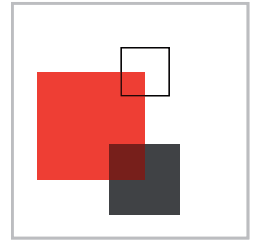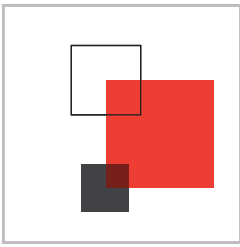
STANDARD 2

Achieving Educational Objectives Through Core Functions

☐ Teaching and Learning

☐ Scholarship and Creative Activity

☐ Student Learning and Success

The institution achieves its purposes and attains its educational objectives at the institutional and program level through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.

Teaching and Learning

Criteria for Review

2.1 The institution's educational programs are appropriate in content, standards of performance, rigor, and nomenclature for the degree level awarded, regardless of mode of delivery. They are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.

☐ Distance Education Policy

☐ Substantive Change Policy; Substantive Change Manual

GUIDELINE: The content, length, and standards of the institution's academic programs conform to recognized disciplinary or professional standards and are subject to peer review.

See also CFR 3.1

2.2 All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits. The institution has both a coherent philosophy, expressive of its mission, which guides the meaning of its degrees and processes that ensure the quality and integrity of its degrees.

☐ Credit Hour Policy

☐ Credit for Experiential Learning Policy

☐ Degree Definitions Policy

☐ Dual Degrees Policy

☐ Joint Degrees Policy

☐ Study Abroad Policy

☐ Transfer of Credit Policy

See also CFR 3.1-3.3, 4.3-4.4

2.2a Undergraduate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. These programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking. In addition, undergraduate programs actively foster creativity, innovation, an appreciation for diversity, ethical and civic responsibility, civic engagement, and the ability to work with others. Baccalaureate programs also ensure breadth for all students in cultural and aesthetic, social and political, and scientific and technical knowledge expected of educated persons. Baccalaureate degrees include significant in-depth study in a given area of knowledge (typically described in terms of a program or major).

☐ Diversity Policy

GUIDELINE: The institution has a program of General Education that is integrated throughout the curriculum, including at the upper division level, together with significant in-depth study in a given area of knowledge (typically described in terms of a program or major).

Teaching and Learning

2.2b The institution's graduate programs establish clearly stated objectives differentiated from and more advanced than undergraduate programs in terms of admissions, curicula, standards of performance, and student learning outcomes. Graduate programs foster students' active engagement with the literature of the field and create a culture that promotes the importance of scholarship and/or professional practice. Ordinarily, a baccalaureate degree is required for admission to a graduate program.

GUIDELINE: Institutions offering graduate-level programs employ, at least, one full-time faculty member for each graduate degree program offered and have a preponderance of the faculty holding the relevant terminal degree in the discipline. Institutions demonstrate that there is a sufficient number of faculty members to exert collective responsibility for the development and evaluation of the curricula, academic policies, and teaching and mentoring of students.

See also CFR 3.1-3.3

2.3 The institution's student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level. These outcomes and standards are reflected in academic programs, policies, and curricula, and are aligned with advisement, library, and information and technology resources, and the wider learning environment.

GUIDELINE: The institution is responsible for ensuring that out-of-class learning experiences, such as clinical work, service learning, and internships which receive credit, are adequately resourced, well developed, and subject to appropriate oversight.

See also CFR 3.5

2.4 The institution's student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution's faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards.

GUIDELINE: Student learning outcomes are reflected in course syllabi.

See also CFR 4.3, 4.4

2.5 The institution's academic programs actively involve students in learning, take into account students' prior knowledge of the subject matter, challenge students to meet high standards of performance, offer opportunities for them to practice, generalize, and apply what they have learned, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.

See also CFR 4.4

2.6 The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work.
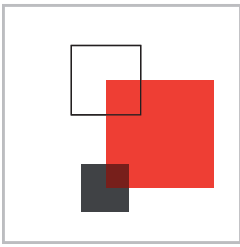
GUIDELINE: The institution has an assessment infrastructure adequate to assess student learning at program and institution levels.

See also CFR 4.3-4.4

2.7 All programs offered by the institution are subject to systematic program review. The program review process includes, but is not limited to, analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations.

See also CFR 4.1, 4.6
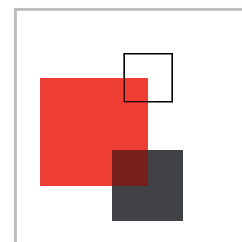
Scholarship and Creative Activity

Criteria for Review

2.8 The institution clearly defines expectations for research, scholarship, and creative activity for its students and all categories of faculty. The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, and their dissemination appropriate to the institution's purposes and character.

GUIDELINE: Where appropriate, the institution includes in its policies for faculty promotion and tenure the recognition of scholarship related to teaching, learning, assessment, and co-curricular learning.
See also CFR 3.2

2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, assessment, student learning, and service.
See also CFR 3.2

Student Learning and Success

Criteria for Review

2.10 The institution demonstrates that students make timely progress toward the completion of their degrees and that an acceptable proportion of students complete their degrees in a timely fashion, given the institution's mission, the nature of the students it serves, and the kinds of programs it offers. The institution collects and analyzes student data, disaggregated by appropriate demographic categories and areas of study. It tracks achievement, satisfaction, and the extent to which the campus climate supports student success. The institution regularly identifies the characteristics of its students; assesses their preparation, needs, and experiences; and uses these data to improve student achievement.

GUIDELINE: The institution disaggregates data according to racial, ethnic, gender, age, economic status, disability, and other categories, as appropriate. The institution benchmarks its retention and graduation rates against its own aspirations as well as the rates of peer institutions.
See also CFR 4.1-4.5

2.11 Consistent with its purposes, the institution offers co-curricular programs that are aligned with its academic goals, integrated with academic programs, and designed to support all students' personal and professional development. The institution assesses the effectiveness of its co-curricular programs and uses the results for improvement.
See also CFR 4.3-4.5

2.12 The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and complete information and advising about relevant academic requirements.

☐ Institutional Disclosure of Information for Students Policy

GUIDELINE: Recruiting materials and advertising truthfully portray the institution. Students have ready access to accurate, current, and complete information about admissions, degree requirements, course offerings, and educational costs.
See also CFR 1.6

Student Learning and Success
Criteria for Review

2.13   The institution provides academic and other student support services such as tutoring, services for students with disabilities, financial aid counseling, career counseling and placement, residential life, athletics, and other services and programs as appropriate, which meet the needs of the specific types of students that the institution serves and the programs it offers.

☐ Collegiate Athletics Policy   ☐ International Students Policy

See also CFR 3.1

2.14   Institutions that serve transfer students provide clear, accurate, and timely information, ensure equitable treatment under academic policies, provide such students access to student services, and ensure that they are not unduly disadvantaged by the transfer process.
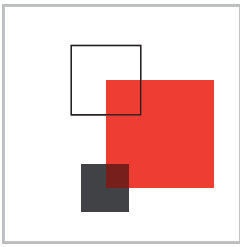
☐ Transfer of Credit Policy   ☐ Credit for Experiential Learning Policy

GUIDELINES: Formal policies or articulation agreements are developed with feeder institutions that minimize the loss of credits through transfer credits.

See also CFR 1.6
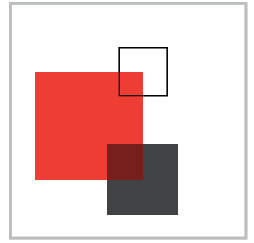
Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability

☐ Faculty and Staff

☐ Fiscal, Physical, and Information Resources

☐ Organizational Structures and Decision-Making Processes

The institution sustains its operations and supports the achievement of its educational objectives through investments in human, physical, fiscal, technological, and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high-quality environment for learning.

Faculty and Staff

Criteria for Review

3.1 The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity and to achieve the institution's educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered.

☐ Collective Bargaining Policy ☐ Diversity Policy

GUIDELINES: The institution has a faculty staffing plan that ensures that all faculty roles and responsibilities are fulfilled and includes a sufficient number of full-time faculty members with appropriate backgrounds by discipline and degree level.

See also CFR 2.1, 2.2b

3.2 Faculty and staff recruitment, hiring, orientation, workload, incentives, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation is consistent with best practices in performance appraisal, including multisource feedback and appropriate peer review. Faculty evaluation processes are systematic and are used to improve teaching and learning.

See also CFR 1.7, 4.3-4.4

3.3 The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching, learning, and assessment of learning outcomes.

GUIDELINES: The institution engages full-time, non-tenure-track, adjunct, and part-time faculty members in such processes as assessment, program review, and faculty development.

See also CFR 2.1, 2.2b, 4.4

Fiscal, Physical, and Information Resources

Criteria for Review

3.4 The institution is financially stable and has unqualified independent financial audits and resources sufficient to ensure long-term viability. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources. Resource planning is integrated with all other institutional planning. Resources are aligned with educational purposes and objectives.

GUIDELINES: The institution has functioned without an operational deficit for at least three years. If the institution has an accumulated deficit, it should provide a detailed explanation and a realistic plan for eliminating it.

See also CFR 1.1, 1.2, 2.10, 4.6, 4.7

3.5 The institution provides access to information and technology resources sufficient in scope, quality, currency, and kind at physical sites and online, as appropriate, to support its academic offerings and the research and scholarship of its faculty, staff, and students. These information resources, services, and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes.

☐ Distance Education and Technology-Mediated Instruction Policy

GUIDELINE: The institution provides training and support for faculty members who use technology in instruction. Institutions offering graduate programs have sufficient fiscal, physical, information, and technology resources and structures to sustain these programs and to create and maintain a graduate-level academic culture.

See also CFR 1.2, 2.1, 2.2
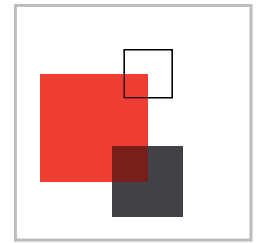
Organizational Structures and Decision-Making Processes
Criteria for Review

3.6 The institution's leadership, at all levels, is characterized by integrity, high performance, appropriate responsibility, and accountability.

3.7 The institution's organizational structures and decision-making processes are clear and consistent with its purposes, support effective decision making, and place priority on sustaining institutional capacity and educational effectiveness.

GUIDELINE: The institution establishes clear roles, responsibilities, and lines of authority.

3.8 The institution has a full-time chief executive officer and a chief financial officer whose primary or full-time responsibilities are to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management.

3.9 The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer.

☐ Independent Governing Board Policy   ☐ Related Entities Policy
☐ Institutions within a System Policy

GUIDELINE: The governing body comprises members with the diverse qualifications required to govern an institution of higher learning. It regularly engages in self-review and training to enhance its effectiveness.

See also CFR 1.5-1.7

3.10 The institution's faculty exercises effective academic leadership and acts consistently to ensure that both academic quality and the institution's educational purposes and character are sustained.

☐ Collective Bargaining Policy   ☐ Diversity Policy

GUIDELINE: The institution clearly defines the governance roles, rights, and responsibilities of all categories of full- and part-time faculty.

See also CFR 2.1, 2.4, 2.5, 4.3, 4.4
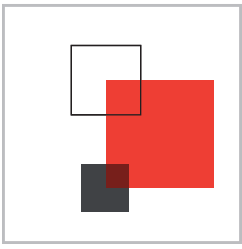
STANDARD 4

Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement

☐ Quality Assurance Processes

☐ Institutional Learning and Improvement

The institution engages in sustained, evidence-based, and participatory self-reflection about how effectively it is accomplishing its purposes and achieving its educational objectives. The institution considers the changing environment of higher education in envisioning its future. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities, to plan, and to improve quality and effectiveness.

Quality Assurance Processes
Criteria for Review

4.1 The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results.

☐ Distance Education and Technology-Mediated Instruction Policy

☐ Program Review Resource Guide

☐ Substantive Change Policy; Substantive Change Manual

See also CFR 2.7, 2.10

4.2 The institution has institutional research capacity consistent with its purposes and characteristics. Data are disseminated internally and externally in a timely manner, and analyzed, interpreted, and incorporated in institutional review, planning, and decision-making. Periodic reviews are conducted to ensure the effectiveness of the institutional research function and the suitability and usefulness of the data generated.

See also CFR 1.2, 2.10

Institutional Learning and Improvement

Criteria for Review

4.3 Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into institutional planning processes.

GUIDELINE: The institution has clear, well-established policies and practices—for gathering, analyzing, and interpreting information—that create a culture of evidence and improvement.

See also CFR 2.2-2.6

4.4 The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology.

GUIDELINE: Periodic analysis of grades and evaluation procedures are conducted to assess the rigor and effectiveness of grading policies and practices.

See also CFR 2.2-2.6

4.5 Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs.

See also CFR 2.6, 2.7

4.6 The institution periodically engages its multiple constituencies, including the governing board, faculty, staff, and others, in institutional reflection and planning processes that are based on the examination of data and evidence. These processes assess the institution's strategic position, articulate priorities, examine the alignment of its purposes, core functions, and resources, and define the future direction of the institution.

See also CFR 1.1, 3.4

4.7 Within the context of its mission and structural and financial realities, the institution considers changes that are currently taking place and are anticipated to take place within the institution and higher education environment as part of its planning, new program development, and resource allocation.

See also CFR 1.1, 2.1, 3.4