Contents

Standard 1: Institutional Mission and Effectiveness

The institution has a clearly defined mission that reflects its character, values, organizational structure and unique student population. The values, structure, and unique student demographics. The institution's mission ar

commitment to ensuring equitable educational opportunities and outcomes for all students(ER 6)

Review Criteria:
- The institution's mission appropriately reflects the community and students it serves.
- The institution's mission appropriately reflects the nature and structure of the institution (public, private, nonprofit, corporate, etc.)

nce Could Include:
pages that articulate the overall mission and purpose of the institution (mission
statement, values statements, goals statements, strategic plans, factbooks, keys
ators, etc.
tings, retreats, or other events which the mission is discussed
ws engagement with internal and external stakeholders around the institution's
d purpose (annual reports, presentations, surveys, etc.)

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes

Review Criteria:
- The institution establishes its goals in a process that is appropriate for its character and context.
- The institution has clearly defined institutional goals that align with its mission, are appropriately forward-looking, and include consideration of equitable student outcomes.
- The institution's goals align with key initiatives within its scope of responsibility.

Possible Sources of Evidence Could Include:
- Documentation of procedure/process for setting and reviewing institutional goals
- Documentation illustrating institutional goals and assessment of progress toward them
- Documentation of meaningful discussion of equity data and actions to close equity gaps

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)

Review Criteria:
- The institution has established and published standards for student achievement (i.e., institution-set standards) in accordance with Commission policy.
- The institution regularly reviews and discusses qualitative and quantitative data to evaluate its progress toward achieving the mission, enhancing understanding of students' experience, informing short and long term planning, and implementing improvements as needed.
- The institution regularly reviews meaningfully disaggregated data, identifies equity gaps, and engages in planning and improvement to close these gaps.

Possible Sources of Evidence Could Include:
- Documentation of how institution-set standards and assessment of student learning are used to support the institution as it evaluates progress towards its mission
- Examples of improvements and/or innovations implemented as a result of discussions of progress toward the mission
- Minutes or other documentation of meaningful discussion of disaggregated data, equity gaps, and action plans in response to the data

1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

Review Criteria:
- Institutional systems for comprehensive planning are designed to support accomplishment of the mission and lead to institutional innovation and improvement.
- Institutional systems for planning are integrated such that information from program planning informs processes for resource allocation, decision-making, and short- and long-term operational planning.
- Institutional systems for planning are designed to occur on a regular basis, include appropriate participation from institutional constituencies, and are informed by relevant data and information.

Possible Sources of Evidence Could Include:
- Examples of procedures/processes detailing comprehensive integrated planning systems (handbooks, planning platforms, etc.)
- Examples of completed institutional plans, program reviews, and/or similar institutional planning documents

- Examples of improvements and innovations emerging from the institution's comprehensive planning systems
- Evidence of prioritizing and funding resource allocations that arise through program review

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement.(ER 19)

Review Criteria:
- The institution regularly communicates the results of its progress assessments with internal and external stakeholders, as appropriate to its character and context.
- Institutional evaluation reports and program reviews can be accessed by constituencies.
- Data and evidence related to institutional strengths and areas for development are used to inform and document discussions of institutional priorities.

Possible Sources of Evidence Could Include:
- Examples of regular communi(eg)-2.90o4(l)5.1 (l)500o4(l<</M(f)4(r)-1.4 (il)5009 (a)2.1ug20904 0 Td ( )Tj 0f 0.

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs

Accreditation Standards

2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives (ER 12)

Review Criteria
- The institution has a rationale for general education developed with appropriate input from faculty, which serves as the basis for inclusion of courses in general education and is listed in the catalog.
- The institution's general education philosophy reflects its degree requirements and is consistent with expected norms in higher education for lower division coursework (and upper division coursework, if applicable).
- The institution's general education offerings provide opportunities for students to engage with the arts and humanities, sciences, mathematics, and social sciences.

Possible Sources of Evidence Could Include:
- General education philosophy, as documented in institutional policy, catalogs, and/or other official publications
- Documents and/or narrative detailing process for arriving at and r EMC 0.005 T4 (a)-f.1 (u) (23.3 (i)-9 (n)-6.1 (
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2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)

Review Criteria
- The institution schedules classes in alignment with student needs and program pathways to ensure students have the opportunity to complete programs (including baccalaureate programs, if offered) within a reasonable period of time.
- The institution evaluates the degree to which scheduling facilitates timely completion of degrees, certificates, and transfer.
- The institution reflects on time-to-completion data in program review and institutional evaluation, and devises plans to improve completion rates

Possible Sources of Evidence Could Include:
- Documentation and/or narrative detailing how the institution's scheduling processes ensure programs can be completed in a timely manner
- Recommended sequencing or pathway maps, as published in the catalog or other student documents
- Enrollment management plans that take into consideration time to completion and program pathways
- Analysis of student achievement and/or progression data that demonstrates how the institution evaluates the effectiveness of its scheduling, pathways planning, and enrollment management practices

2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

Review Criteria
- The institution regularly evaluates the effectiveness of its delivery modes and teaching methodologies to supporting equitable student learning and achievement, and uses results to guide improvements
- Instituonulas

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)

Review Criteria
- The institution creates formal and informal opportunities for students to engage with the institution, programs, and peers (e.g., cultural, academic, clubs, political, ethnicity-based engagement, networking, athletics, internships, career trainings).
- The institution establishes co-curricular and/or student engagement activities based on the needs of the students and community it serves, including the needs of student populations that have been historically under-resourced.
- If these programs are offered the institution ensures the quality of such programs and frequently assesses activities and programs (qualitative/qualitative)

Possible Sources of Evidence Could Include:
- Examples of student engagement opportunities in multiple modalities including those related to student life, diversity, equity, and career training
- Qualitative and quantitative data used to evaluate the effectiveness of program otrogram6.4m .8 ( )]TJ.6 (49 (r)

Accreditation Standards

FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION

2x.   Documentation of the institution's
- Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit
- Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable)
- Policies regarding protection of student privacy

(Policy on Distance Education and on Correspondence Education)

REQUIRED ONLY IF APPLICABLE

2xi.   Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum

2xii.   Documentation of policies and/or procedures for awarding credit for prior learning and/or competency based credit

2xiii.   Documentation of agreements with other external parties regarding the provision of student and/or learning support services

2xiv.   Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs

Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness

Accreditation Standards

3.2. The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness

3.5. The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision making and provide opportunities for stakeholders to participate in the development of plans and budgets.

Review Criteria
- The institution considers its mission and goals as part of the annual fiscal planning process.
- The institution's processes are used to ensure appropriate stakeholder participation in financial planning prioritization, and budget development.
- Individuals involved in institutional planning receive accurate information about available funds, including the annual budget showing ongoing and anticipated fiscal commitments.
- Sound financial planning, including a realistic expectation of financial resource availability, is a foundational element of the institution's plans and goals.

Possible Sources of Evidence Could Include:
- Documentation of how the budget development process ties resource allocation to the mission, institutional goals, and/or program review and planning
- Procedures that outline processes and timelines for financial planning and budget development including responsible parties and opportunities for input from institutional stakeholders
- Examples of how budget proposals, resource allocation decisions, and/or financial decisions are reported to institutional stakehD [(r)-4.4 (ep)s19 (f) (r)4.6 (t)2aeehD [(.0 -1 (ee)3-1 (n)-.1 (s)-73.0 -1 DC /TT05

3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

Review Criteria

- The institution reviews its past financial results as part of planning for current and future fiscal needs
- The institution continually monitors, evaluates, and adjusts its institutional budgets and cash management strategies to ensure both short-term and long-term financial solvency.
- The institution has reasonable plans for payments of long-term liabilities and obligations (health benefits, insurance costs, building maintenance costs, other)

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Required Documentation – Infrastructure and Resources

Within the Institutional Self-Evaluation Report, the institution will provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard. Evidence sources will vary from institution to institution. Institutions must also include documentation of the items below. These required items can be included as supporting evidence for the Standard narratives, or they may be provided as stand

Standard 4: Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-

- Decision-making practices result in decisions that support institutional innovation and advance the mission of the institution.
- The institution evaluates its decision-making practices and makes improvements when needed to improve effectiveness.

Possible Sources of Evidence Could Include:
- Periodic assessment of structures and processes
- Work accomplished using decision-making structures and processes to support the mission
- Examples of ideas that have been advanced through the decision-making structures and processes and implemented, with documented result(s)/outcome(s)
- Minutes/reports tracking the progress of ideas from inception to implementation, including documented result(s)/outcome(s)
- Reports of regular evaluation of decision-making policies/procedures and documented result(s)/outcome(s)
- Structures/processes illustrate accountability and action

4.4. Acting through policy, the governing board takes responsibil-8.3 (bo)1.5 (a)0.8 (r)-7.7 ud-1 (g)-8.2 (v20 0)-4