

Appendix E: Map of Criteria for Review to Essays and Appendices

WASC Criteria for Review (CFR)		Essay #	Req'd Data Exhibit # (Appendix D)	Appendices F-Y	Stipulated Policy #	Other
STANDARD 1: DEFINING INSTITUTIONAL PURPOSES AND ENSURING EDUCATIONAL OBJECTIVES						
Institutional Purposes						
1.1	The institution's formally approved statements of purpose and operational practices are appropriate for an institution of higher education and clearly define its essential values and character.	OA, 3	7.1			Mission Statement
1.2	Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution develops indicators for the achievement of its purposes and educational objectives at the institutional, program, and course levels. The institution has a system of measuring student achievement, in terms of retention, completion, and student learning. The institution makes public data on student achievement at the institutional and degree level, in a manner determined by the institution.	OA, 1, 3	7.1	G (Table A)		
1.3	The institution's leadership creates and sustains a leadership system at all levels that is marked by high performance, appropriate responsibility and accountability.	OA				
Integrity						
1.4	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 in their writing.				A1.1	
1.5	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, and its administrative and organizational practices.	OA, 1, 3			A.1	
1.6	Even when supported by or affiliated with political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy.				A6.1	
1.7	The institution truthfully represents its academic goals, programs, and services to students and to the larger public; demonstrates that its academic programs can be completed in a timely fashion; and treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research and refunds.	3			B1.1, C1.1, F2.1, F3.1, F4.1	
1.8	The institution exhibits integrity in its operations, as demonstrated by the implementation of appropriate policies, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas.	3	5.1-5.5			
1.9	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 for the institution, and to abiding by Commission policies and procedures, including all substantive change policies.	3		G (Table A)		
STANDARD 2: ACHIEVING EDUCATIONAL OBJECTIVES THROUGH CORE FUNCTIONS						
Teaching and Learning						
2.1	The institution's educational programs are appropriate in content, standards, and nomenclature for the degree level awarded, regardless of mode of delivery, and are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.	2, 3				
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.	3			C1.1, C6.1, C6.3	
2.2a	Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and a fulfilling life. These programs also ensure the development of core learning abilities and competencies including, but not limited to, college-level written and oral communication, college-level quantitative skills, information literacy, and the habit of critical analysis of data and argument. In addition, baccalaureate programs actively foster an understanding of diversity, civic responsibility, the ability to work with others, and the capability to engage in lifelong learning. Baccalaureate programs also ensure breadth for all students in the areas of cultural and aesthetic, social and political, as well as scientific and technical knowledge expected of educated persons in this society. Finally, students are required to engage in an in-depth, focused, and sustained program of study as part of their baccalaureate programs.	OA, 1, 2, 3				
2.2b	Graduate programs are consistent with the purpose and character of the institution, are in keeping with the expectations of their respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. Graduate curricula are visibly structured to include active involvement with the literature of the field and ongoing student engagement in research and/or appropriate high-level professional practice and training experiences. Additionally, admission criteria to graduate programs normally include a baccalaureate degree in an appropriate undergraduate program.	3		G (Table A)	C1.1, C6.2C6.3	

2.3	The institution's student learning outcomes and expectations for student attainment are clearly stated at the course, program, and as appropriate, institutional level. These outcomes and expectations are reflected in academic programs and policies, curriculum, advisement, library and information resources, and the wider learning environment.	OA, 1, 3	7.1			
2.4	The institution's expectations for learning and student attainment are developed and widely shared among its members, including faculty, students, staff, and where appropriate, external stakeholders. The institution's faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations.	OA, 1, 3	7.1		C1.1, C5.1, C6.1	
2.5	The institution's academic programs actively involve students in learning, challenge them to meet high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.	OA, 1, 3				
2.6	The institution demonstrates that its graduates consistently achieve its stated levels of attainment and ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work.	OA, 3	7.1, 8.1			
2.7	All programs offered by the institution are subject to systematic program review. The program review process includes analyses of the achievement of the program's learning objectives and outcomes, program retention and completion, and, where appropriate, results of licensing examinations and placement, and evidence from external constituencies such as employers and professional organizations.	3	7.1	G (Table A)		
Scholarship and Creative Activity						
2.8	The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, as well as their dissemination at levels and of the kinds appropriate to the institution's purposes and character.	OA, 2, 3		G (Table A)		Academic Personnel website
2.9	The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.	2, 3				
Support for Student Learning and Success						
2.10	The institution collects and analyzes student data, disaggregated by demographic categories and areas of study. It tracks achievement, satisfaction, and campus climate to support student success. The institution regularly identifies the characteristics of its students and assesses their preparation, needs, and experiences.	1, 3	3.1, 3.2	G (Table A), L, N		
2.11	Consistent with its purposes, the institution develops and assesses its co-curricular programs.	OA, 1, 3		G (Table A)		
2.12	The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant academic requirements.	OA, 3		G (Table B)	C1.1, C6.1	
2.13	Student support services, including financial aid, registration, advising, career counseling, computer labs, and library and information services, are designed to meet the needs of the specific types of students that the institution serves and the curricula it offers.	OA, 3				
2.14	Institutions that serve transfer students provide clear and accurate information about transfer requirements, ensure equitable treatment for such students with respect to academic policies, and ensure that such students are not unduly disadvantaged by transfer requirements.				C3.1	
STANDARD 3: DEVELOPING AND APPLYING RESOURCES AND ORGANIZATIONAL STRUCTURES TO ENSURE SUSTAINABILITY						
Faculty and Staff						
3.1	The institution employs personnel sufficient in number and professional qualifications to maintain its operations and support its academic programs, consistent with its institutional and educational objectives.	2	4.1, 4.2, 4.3			
3.2	The institution demonstrates that it employs a faculty with substantial and continuing commitment to the institution. The faculty is sufficient in number, professional qualifications, and diversity to achieve the institution's educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its academic programs wherever and however delivered.	OA, 2, 3	4.1, 4.2, 4.3, 4.4	G (Table A)		
3.3	Faculty and staff recruitment, orientation, workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation processes are systematic, include appropriate peer review, and, for instructional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluations of instruction.	2		G (Table A), M		
3.4	The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching and learning, consistent with its institutional objectives.	2		G (Table A), M		
Fiscal, Physical, and Informational Resources						
3.5	The institution has a history of financial stability, unqualified independent financial audits and resources sufficient to ensure long-term viability. Resources are aligned with educational purposes and objectives. If an institution has an accumulated deficit, it has realistic plans to eliminate that deficit. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources.	OA	5.1a, 5.2a, 5.3a, 5.4a, 5.5, 6.1, 6.2, 6.3	G (Table A)	G1.1, G2.1, G5.1	

3.6	The institution holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support its members. These information resources, services and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes. For both on-campus students and students enrolled at a distance, physical and information resources, services, and information technology facilities are sufficient in scope and kind to support and maintain the level and kind of education offered.	2, OA		G (Table A)		
3.7	The institution's information technology resources are sufficiently coordinated and supported to fulfill its educational purposes and to provide key academic and administrative functions.	3				
Organizational Structures and Decision-Making Processes						
3.8	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 effective academic programs.	OA		G (Table A), K		
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 officer.			G (Table A)		
3.10	The institution has a full-time chief executive officer. The institution also has a chief financial officer whose primary or full-time responsibility is to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management.			G (Table A),K		
3.11	The institution's faculty exercises effective academic leadership and acts consistently to ensure both academic quality and the appropriate maintenance of the institution's educational purposes and character.	OA		G (Table A)		
STANDARD 4: CREATING AN ORGANIZATION COMMITTED TO LEARNING AND IMPROVEMENT						
Strategic Thinking and Planning						
4.1	The institution periodically engages its multiple constituencies, including faculty, in institutional reflection and planning processes which assess its strategic position, articulate priorities, examine the alignment of its purposes, core functions and resources, and define the future direction of the institution. The institution monitors the effectiveness of its plans and planning processes, and revises them as appropriate.	OA, 1, 3				Strategic Plan ATE
4.2	Planning processes at the institution define and, to the extent possible, align academic, personnel, fiscal, physical, and technological needs with the strategic objectives and priorities of the institution.					Strategic Plan
4.3	Planning processes are informed by appropriately defined and analyzed quantitative and qualitative data, and include consideration of evidence of educational effectiveness, including student learning.			P		Strategic Plan
4.4	The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection. These processes include assessing effectiveness, tracking results over time, using comparative data from external sources, and improving structures, processes, curricula, and pedagogy.	OA, 3	7.1	G (Table A)		
4.5	The institution has institutional research capacity consistent with its purposes and objectives. Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included in the institutional research function is the collection of appropriate data to support the assessment of student learning. Periodic reviews are conducted to ensure the effectiveness of the research function and the suitability and usefulness of data.	2, Concl		G (Table A)		
4.6	Leadership at all levels is committed to improvement based on the results of the inquiry, evaluation and assessment that is used throughout the institution. The faculty takes responsibility for evaluating the effectiveness of the teaching and learning process and uses the results for improvement. Assessments of the campus environment in support of academic and co-curricular objectives are also undertaken and used, and are incorporated into institutional planning.	OA		L, M		
4.7	The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as the conditions and practices that promote the kinds and levels of learning intended by the institution. The outcomes of such inquiries are applied to the design of curricula, the design and practice of pedagogy, and to the improvement of evaluation means and methodology.	1,3				
4.8	Appropriate stakeholders, including alumni, employers, practitioners, and others defined by the institution, are regularly involved in the assessment of educational programs.	1		O		