WSC
Senior College and University Commission

Compliance with WSCUC Standards and Federal Requirements Worksheet and Forms

Purpose of the Worksheet

This worksheet and federal forms serve three purposes:

1. To provide reviewers ready access to evidence that the institution is in compliance with Commission Standards and federal requirements
2. To present the institution's summary reflection on its level of adherence to Commission Standards
3. To give the institution the background needed to respond to "Component 2. Compliance with Standards: Review Under the WSCUC Standards and Compliance with Federal Requirements; Inventory of Educational Effectiveness Indicators."

The WSCUC Standards, CFRs, and Guidelines

The WSCUC Standards serve as the basis for judgments by review teams and the Commission. Each Standard is set forth in broad terms that are applicable to all institutions. Under each of the four Standards are two or more major categories that make the application of the Standard more specific. Under each of these categories are Criteria for Review (CFRs), which identify and define specific applications of the Standard. Guidelines, provided for some but not all CFRs, identify typical or common forms or methods for demonstrating performance related to the CFR; institutions, however, may provide alternative demonstrations of compliance. This worksheet contains all the CFRs and Guidelines from the *Revised 2013 Handbook of Accreditation*. An "X" in the cell indicates a cross-reference to other CFRs that touch on related issues.

Using this Worksheet

The third column of the worksheet asks the institution for evidence. The cells in this column direct the institution as to what type of evidence should be provided. Evidence may take one of these five forms and references to this information should be entered in the cell:

1. A link to a webpage on the institution's website (**please provide the specific link**)
2. A reference to page(s) of the institutional report or appendix (**please provide the exact page number(s) of the report or appendix on which the evidence appears**)
3. A reference to specific sections of an institution's handbook, manual, or guide (**please provide the exact page numbers or attach PDFs of the relevant material, and specify the name of the document**)
4. A reference to an attachment that is included with the worksheet upon submission, with the materials as specified in the cell, e.g., "List of professional accreditation agencies" (**please provide the specific name of the attachment**)

5. A reference to a specially written attachment that is included with the worksheet upon submission, e.g., "Up to one page description of…" (**please provide the specific name of the attachment**). The Commission expects that specially written attachments will not exceed 20 pages in total.

Compliance with Federal Requirements

In addition to the main worksheet, there are four forms that team members will review during the reaffirmation of accreditation and attach to their team report in order to ensure that the institution is in compliance with the cited federal requirements. The institution is expected to complete the forms with links to the needed information in anticipation of the team's review. Please do not check the "yes" or "no" boxes on the federal requirements forms as these check boxes are intended for team members when determining compliance.

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Institutional Information

Institution:

Date of Submission: ____/_____/_____
Mo Day Year

Institutional Contact Name and Email:

Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives

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.

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
Institutional Purposes			
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.	The institution has a published mission statement that clearly describes its purposes. The institution's purposes fall within recognized academic areas and/or disciplines.	Mission Statement.	
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. X 2.4, 2.6, 2.10, 4.2		Student Achievement URL (link as submitted during annual reporting process.)	

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Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
Integrity and Transparency			
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. X 3.2, 3.10	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.	Academic Freedom Statement.	
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. X 2.2a, 3.1	The institution has demonstrated institutional commitment to the principles enunciated in the WSCUC Equity and Inclusion Policy.	Diversity, equity and inclusion policy(ies).	
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. X 3.6 – 3.10	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.	Statement from governing body that it adheres to the Governing Board Policy. (If applicable, provide the corporate bylaws and the page number that defines the relationship with supported or affiliated entities.)	

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
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. X 2.12	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.	Student handbook; student conduct policies, human subject protocol, financial aid refund policies. (Marketing and recruitment and student complaint policies are covered in federal requirements forms.)	
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. X 3.4, 3.6. 3.7		Up to one page description of the institution's commitment to integrity and transparency. Up to one page description of the evaluation process and examples (no more than three) of lessons learned from evaluation. Audits as submitted during annual reporting process – do not need to resubmit.	
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.		Cover page signed by the CEO accompanying the institutional report indicating adherence to WSCUC expectations.	

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Standard 2: Achieving Educational Objectives Through Core Functions

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.

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
Teaching and Learning			
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. X 3.1	The content, length, and standards of the institution's academic programs conform to recognized disciplinary or professional standards and are subject to peer review.	List of professional accreditation agencies. Number of FT & PT faculty by program, including demographic characteristics, excluding professionally accredited programs.	
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. X 3.1 – 3.3, 4.3, 4.4		Up to one page description of how a degree represents more than an accumulation of courses or credits and reflects a coherent philosophy expressive of the institution's mission.	
2.2a Baccalaureate 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, baccalaureate 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. Undergraduate degrees include significant in-depth study in a given area of knowledge (typically described in terms of a program or major). X3.1 – 3.3	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).	Program descriptions. Up to one page description of General Education program. Up to one page description of the results of the assessment of each of the five core competencies (not to exceed five pages).	

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
2.2b The institution's graduate programs establish clearly stated objectives differentiated from and more advanced than undergraduate programs in terms of admissions, curricula, 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. X 3.1 – 3.3	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.	Program descriptions.	
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. X 3.5	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.	Three to five undergraduate syllabi and three to five graduate syllabi.	
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. X 4.3 – 4.4	Student learning outcomes are reflected in course syllabi.	Up to one page description of existing practices.	
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. X 4.4		Three to five undergraduate syllabi and three to five graduate syllabi. (May be same as CFR 2.3)	

Criteria for Review (1)	**Guideline(s) (2)**	**Evidence (3)**	**Team Verification (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. X 4.3 – 4.4	The institution has an assessment infrastructure adequate to assess student learning at program and institution levels.	Three to five examples of assessment reports evidencing student achievement from a representative sample of degrees.	
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. X 4.1, 4.6		Up to one page description of Program Review process. Three to five examples of program reviews from a representative sample of degrees.	
Scholarship and Creative Activity			
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. X 3.2	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.	Policies related to faculty and student research.	
2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, assessment, student learning, and service. X 3.2		Policies related to faculty evaluation, promotion, and tenure.	

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
Student Learning and Success			
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.	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.	Disaggregated retention and graduation data for at least four years. Up to one page discussion of the Graduation Rate Dashboard and any similar institutional tracking effort. Specify datasets used to track achievement/student success including academic, co-curricular, and postgraduate success, and provide up to a one-page discussion of their significance. Institutions are encouraged to include evidence that student success measures are used systematically to shape decision-making and resource allocation to improve programs and student achievement.	
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. X 4.3 – 4.5		Up to one page description of Program Review process. Three to five examples of program reviews from a representative sample of degrees. (May be same as CFR 2.7)	

Criteria for Review (1)	**Guideline(s) (2)**	**Evidence (3)**	**Team Verification (4)**
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. X 1.6	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.	Up to one page description of advising at the institution.	
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. X 3.1		Up to one page description of a sample of support services.	
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. X 1.6	Formal policies or articulation agreements are developed with feeder institutions that minimize the loss of credits through transfer credits.	Covered in federal requirements forms.	

Standard 3. Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability ***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.***			
Criteria for Review (1)	**Guideline(s) (2)**	**Evidence (3)**	**Team Verification (4)**
Faculty and Staff			
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 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. X 2.1, 2.2b	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.	In addition to evidence provided in CFR 2.1, the current number of full time and part time staff members; demographic characteristics of staff.	
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. X 1.7, 4.3, 4.4		Faculty Policy Manual or Handbook. Staff Policy Manual or Handbook.	
3.3 The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching, learning, and assessment of learning outcomes. X 2.1, 2.2b, 4.4	The institution engages full-time, non-tenure-track, adjunct, and part-time faculty members in such processes as assessment, program review, and faculty development.	Faculty Policy Manual or Handbook. Staff Policy Manual or Handbook.	

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
Fiscal, Physical, and Information Resources			
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. X 1.1, 1.2, 2.10, 4.6, 4.7	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.	Up to one page description of budget process reflecting level of integration and alignment of resources and objectives. Current year budget. Audits as submitted during annual reporting process – do not need to resubmit.	
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. X 1.2, 2.1, 2.2	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.	Up to one page description of information resources.	
Organization Structures and Decision-Making Processes			
3.6 The institution's leadership, at all levels, is characterized by integrity, high performance, appropriate responsibility, and accountability.		Up to one page description of how leadership is evaluated.	
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.	The institution establishes clear roles, responsibilities, and lines of authority.	Organizational chart(s).	

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.		Position descriptions for CEO and CFO.	
Criteria for Review (1)	**Guideline(s) (2)**	**Evidence (3)**	**Team Verification (4)**
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. X 1.5 – 1.7	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.	Board members' names and affiliations; Board committees and members; Board bylaws; Board minutes for the last two years. CEO evaluation process.	
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. X 2.1, 2.4, 2.5, 4.3, 4.4	The institution clearly defines the governance roles, rights, and responsibilities of all categories of full-time and part-time faculty.	Faculty governance committees, bylaws, and policies.	

Standard 4. Creating an Organization Committed to Quality Assurance, 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.***			
Criteria for Review (1)	**Guideline(s) (2)**	**Evidence (3)**	**Team Verification (4)**
Quality Assurance Processes			
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. X 2.7, 2.10		Up to one page description of assessment infrastructure.	
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. X 1.2, 2.10		Up to one page description of IR capacity.	
Institutional Learning and Improvement			
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. X 2.2 – 2.6	The institution has clear, well-established policies and practices - for gathering, analyzing, and interpreting information - that create a culture of evidence and improvement.	Up to one page description of how the institution exemplifies a "culture of evidence."	

Criteria for Review (1)	Guideline(s) (2)	Evidence (3)	Team Verification (4)
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. X 2.2 – 2.6	Periodic analysis of grades and evaluation procedures are conducted to assess the rigor and effectiveness of grading policies and practices.	Up to one page description of how faculty are involved in the use of assessment results to improve student learning and success.	
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. X 2.6, 2.7		Up to one page description of how designated stakeholders are engaged/involved.	
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. X 1.1, 1.3		Strategic plan or up to one page description of planning process that incorporates these elements.	
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.		Up to one page description of current and anticipated changes within the institution and/or higher education more broadly, that are influencing planning, programming, and resource allocation.	

Synthesis/Reflections
1. After completing this analysis, what are the two or three most important issues that emerged from the review of the Standards?
2. Where does your institution see the greatest opportunities to improve student success and advance your mission?
3. Looking overall at the quality and effectiveness of institutional planning, communication, and data analysis, and other systems to support the review process, what are the institution's strengths and what are areas to be addressed or improved?