**From the 2011 Accreditation Report:**

**Developing the capacity to regularly collect and analyze data to inform decision making and planning**

* 2.2 – Institutional research is sufficient to support planning and evaluation. The institution systematically collects and uses data necessary to support its planning efforts and to enhance institutional effectiveness.
* 2.5 – The institution regularly and systematically evaluates the achievement of its mission and purposes, giving primary focus to the realization of its educational objectives. Its system of evaluation is designed to provide relevant and trustworthy information to support institutional improvements, with an emphasis on the academic program. The institution’s evaluation efforts are effective for addressing its unique circumstances. These efforts use both quantitative and qualitative methods.

**Engaging faculty and staff in the design and implementation of a comprehensive and systematic approach to program review AND assessment of student learning across all academic programs and using the results for improvement**

* 2.6 – The institution has a system of periodic review of academic and other programs that includes the use of external perspectives.
* 4.9 – The institution develops, approves, administers, and on a regular cycle reviews its degree programs under effective institutional policies that are implemented by designated bodies with established channels of communication and control. Faculty have a substantive voice in these matters.
* 4.48 – The institution implements and provides support for systematic and broad-based assessment of what and how students are learning through their academic program and experiences outside the classroom. Assessment is based on clear statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. Assessment provides useful information that helps the institution to improve the experiences provided for students, as well as to assure that the level of student achievement is appropriate for the degree awarded.
* 4.49 – The institution’s approach to understanding student learning focuses on the course, program, and institutional level. Evidence is considered at the appropriate level of focus, with the results being a demonstrable factor in improving the learning opportunities and results for students.
* 4.51 – The institution’s approach to understanding what and how students are learning and using the results for improvement has the support of the institution’s academic and institutional leadership and the systematic involvement of faculty.
* 5.12 – Faculty accept the responsibility for ensuring . . . that considerations of program improvement are informed by a shared understanding of what and how students are learning in the program.

**Assessing the full time/part time composition of the faculty and developing systems to support and evaluate part time faculty and graduate teaching assistants to enhance the quality of instruction provided**

* 5.5 – Where graduate teaching assistants are employed, the institution carefully selects, trains, supervises, and evaluates them.
* 5.8 – The full-time/part-time composition of the faculty reflects the institution’s mission, programs, and student body and is periodically reviewed. The institution avoids undue dependence on part-time faculty, adjuncts, temporary appointments, and graduate assistants to conduct instruction. Institutions that employ part-time, adjunct, clinical, or temporary faculty assure their appropriate integration into the department and institution and provide opportunities for faculty development.
* 5.11 – Faculty are demonstrably effective in carrying out their assigned responsibilities. The institution employs effective procedures for the regular evaluation of faculty appointments, performance, and retention. The evaluative criteria reflect the mission and purpose of the institution and the importance it attaches to the various responsibilities of faculty, e.g., teaching, assessment, scholarship, creative activities, research, and professional and community service. The institution has equitable and broad-based procedures for such evaluation applying to both full- and part-time faculty, in which its expectations are stated clearly and weighted appropriately for use in the evaluative process.

**Establishing achievable enrollment goals and enrolling students who demonstrate potential for success with evidence of improved first-to-second year retention rates**

* 6.5 – The institution demonstrates its ability to admit students who can be successful in the institution’s academic program, including specifically recruited populations. It ensures a systematic approach to providing accessible and effective programs and services designed to provide opportunities for enrolled students to be successful in achieving their academic goals. The institution provides students with information and guidance regarding opportunities and experiences that may help ensure their academic success.
* 6.8 – The institution’s goals for retention and graduation reflect institutional purposes, and the results are used to inform recruitment and the review of programs and services.
* 6.9 – Data on retention, graduation, and other measures of student success are regularly reviewed within the institution, with the results being used for planning, resource allocation, and improvement.

**Developing policies to guide the design and delivery of online courses and an approach to evaluating their effectiveness to assure comparable quality with traditional forms of instruction**

* 4.39 – The institution offering programs and courses . . . via distance or correspondence learning demonstrates that students completing these programs or courses acquire levels of knowledge, understanding, and competencies equivalent to those achieved in similar programs offered in more traditional time periods and modalities. Programs and courses are designed to ensure an opportunity for reflection and for analysis of the subject matter and the identification, analysis and evaluation of information resources beyond those provided directly for the course.
* 4.40 – Courses and programs offered for credit . . . through distance or correspondence education . . . are consistent with the educational objectives of the institution. Such activities are integral parts of the institution and maintain the same academic standards as courses and programs offered on campus. They receive sufficient support for instructional and other needs.