

# WSCUC Standards

## Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

### Institutional Purposes

- 1.1 Formally approved appropriate statements of purpose that clearly define values and character
- 1.2 Clear educational objectives, student achievement and retention/graduation, and evidence of student learning outcomes data established at the course, program, and institutional levels

### Integrity and Transparency

- 1.3 Academic freedom policies and practices for faculty, staff, and students
- 1.4 Commitment to diversity through policies, educational and co-curricular programs, and administrative and organizational practices
- 1.5 The institution operates with appropriate autonomy and has education as a primary purpose
- 1.6 Truthful representation of academic goals, programs, services, and costs to students and to the larger public; Fair and equitable policies; Academic programs completed in a timely fashion
- 1.7 Operational integrity and transparency policies and procedures, sound business practices, timely and fair responses to complaints, and evaluation of institutional performance; institutional financial audit
- 1.8 Honest and open communication with the Accrediting Commission and informing them of any matter; and abiding by Commission policies and procedures

## Standard 2: Achieving Educational Objectives through Core Functions

### Teaching and Learning

- 2.1 Educational programs appropriate in content, standards, rigor, and degree level; Sufficient qualified faculty
- 2.2 Clear entry-level requirements and graduation achievement; Appropriate degree programs with adequate resources; Processes to ensure meaning, quality and integrity of degrees
  - 2.2a Appropriate Undergraduate degree requirements; Quality of undergraduate degree
  - 2.2b Appropriate Graduate degree requirements; Clear stated objectives; Quality of graduate degree
- 2.3 Student learning outcomes (SLOs) and standards of performance are clearly stated; All levels resources aligned with student learning
- 2.4 Faculty's collective responsibility of developing and assessing SLOs and standards of performance, and demonstrating achievement of standards
- 2.5 Students actively involved in learning and challenged with expectations for high achievement; Appropriate and ongoing feedback about learning provided
- 2.6 Consistent graduates achievement of stated learning out-comes and standards of performance; Embedded and assessment of student learning in faculty standards to evaluate student work
- 2.7 Systematic, evidence-based program review for all degree programs includes SLOs; Retention and graduation data; External constituencies evidence and evaluators

### Scholarship and Creative Activity

- 2.8 Research, scholarship, creative activity, and curricular and instructional innovation for both students and faculty clearly defined, valued and promoted
- 2.9 Appropriate linkages among scholarship, teaching, assessment, student learning, and service

### Student Learning and Success

- 2.10 Demonstrate students timely progress and academic completion and assesses their needs, and experiences; collection and analyzing student data and use it to improve their achievement; track student achievement, satisfaction, and campus climate; identifies students characteristics;
- 2.11 Students services and co-curricular programs aligned with student learning and academic goals and regularly assessed
- 2.12 Timely, effective, useful, and complete information and academic advising
- 2.13 Appropriate student support services designed for specific student types
- 2.14 Transfer, award of credit under academic policies

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

### Faculty and Staff

- 3.1 Sufficient, qualified, and diverse faculty and staff to achieve educational objectives and goals, and support programs and operations
- 3.2 Faculty and staff policies, practices, and evaluation aligned with institutional purposes and educational objectives
- 3.3 Appropriate and sufficient support to faculty and staff development activities

### Fiscal, Physical and Information Resources

- 3.4 Fiscal and physical resources developed and aligned with mission; financially stable; independent financial audits; sufficient resources
- 3.5 Information technology adequate to support educational and administrative tasks; Learning resources appropriate and aligned with educational objectives

### Organizational Structure and Decision-Making Processes

- 3.6 High-performing leadership, characterized by integrity, responsibility, and accountability.
- 3.7 Decision-making structures and processes clear and effective to meet goals
- 3.8 Full-time CEO and CFO primary assignment; sufficient and qualified administrators
- 3.9 Governing board; Independent, accountable, hiring and evaluates the CEO
- 3.10 Faculty exercise effective academic leadership, maintain the academic purpose of the institution

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

### Quality Assurance Processes

- 4.1 Quality assurance processes embedded in all areas
- 4.2 Sufficient institutional research (IR) capacity, IR functions support review and improvement of all aspects, especially around student learning; Data disseminated, analyzed, interpreted, and incorporated in planning, and decision-making

### Institutional Learning and Improvement

- 4.3 Commitment to improvement based on inquiry, evidence, and evaluation results; Assessment of teaching, learning, and the campus environment
- 4.4 Ongoing inquiry into teaching and learning processes and practices; Faculty, others evaluating the effectiveness and seek continuous improvement of the learning processes
- 4.5 Appropriate stakeholders involvement in the assessment and alignment of educational programs.
- 4.6 Institutional reflection and planning processes based on data and evidence; Commitment to data-supported improvement; Regular planning engaging all stakeholders; Institutional assessment and alignment of strategic position, articulate priorities, with its purposes, core functions, and resources; future direction definition
- 4.7 Considering and anticipating changes to take place within the institution and higher education environment