ACADEMIC AFFAIRS AND STANDARDS

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<tr>
<th>AQIP CATEGORIES</th>
<th>CRITERIA FOR ACCREDITATION</th>
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<tbody>
<tr>
<td><strong>Category 1:</strong></td>
<td>1.C The institution understands the relationship</td>
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<tr>
<td><strong>Subcategory 1: Common Learning Outcomes</strong></td>
<td>between its mission and the diversity of society.</td>
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<tr>
<td><strong>1P1</strong> Common Learning Outcomes focuses on the knowledge, skills, and abilities expected of graduates from all programs. Describe the processes for determining, communicating, and ensuring the stated common learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:</td>
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<tr>
<td>- Aligning common outcomes to the mission, educational offerings, and degree levels of the institution (3.B.1, 3.E.2)</td>
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<td>- Determining common outcomes (3.B.2, 4.B.4)</td>
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<td>- Articulating the purposes, content, and level of achievement of the outcomes (3.B.2, 4.B.1)</td>
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<td>- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)</td>
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<td>- Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs (3.B.4)</td>
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<td>- Designing, aligning, and delivering co-curricular activities to support learning (3.E.1, 4.B.2)</td>
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<td>- Selecting tools/methods/instruments used to assess attainment of common learning outcomes (4.B.2)</td>
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<tr>
<td>- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)</td>
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<tr>
<td><strong>1R1</strong> What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?</td>
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<tr>
<td>- Outcomes/Measures tracked and tools utilized</td>
<td></td>
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<tr>
<td>- Summary results of measures (include tables and figures when possible)</td>
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<tr>
<td>- Comparison of results with internal targets and external benchmarks</td>
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<tr>
<td>- Interpretation of results and insights gained</td>
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<tr>
<td><strong>1I1</strong> Based on 1R1, what improvements have been implemented or will be implemented in the next one to three years? (4.B.3)</td>
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<td><strong>Subcategory 2: Program Learning Outcomes</strong></td>
<td>2.D The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.</td>
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<td><strong>2.E</strong> The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.</td>
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<td>- The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.</td>
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<tr>
<td>- Students are offered guidance in the ethical use of information resources.</td>
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<tr>
<td>- The institution has and enforces policies on academic honesty and integrity.</td>
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<tr>
<td><strong>3.A</strong> The institution's degree programs are appropriate to higher education.</td>
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1P2 Program Learning Outcomes focuses on the knowledge, skills, and abilities graduates from particular programs are expected to possess. Describe the processes for determining, communicating, and ensuring the stated program learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

- Aligning program learning outcomes to the mission, educational offerings, and degree levels of the institution (3.6.2)
- Determining program outcomes (4.6.4)
- Articulating the purposes, content, and level of achievement of the outcomes (4.6.1)
- Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs (3.6.4)
- Designing, aligning, and delivering co-curricular activities to support learning (3.6.1, 4.6.2)
- Selecting tools/methods/instruments used to assess attainment of program learning outcomes (4.6.2)
- Assessing program learning outcomes (4.6.1, 4.6.2, 4.6.4)

1R2 What are the results for determining if students possess the knowledge, skills, and abilities that are expected in programs?

- Outcomes/measures tracked and tools utilized
- Overall levels of deployment of assessment processes within the institution
- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of assessment results and insights gained

1i2 Based on 1R2, what improvements have been implemented or will be implemented in the next one to three years? (4.6.3)

Subcategory 3: Academic Program Design

1P3 Academic Program Design focuses on developing and revising programs to meet stakeholders’ needs. Describe the processes for ensuring new and

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| 1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded. | 1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
| 2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs. | 2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess. |
| 3. The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality). | 3.B The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs. |

3.B The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.
current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for:

- Identifying student stakeholder groups and determining their educational needs (I.C.1, I.C.2)
- Identifying other key stakeholder groups and determining their needs (I.C.1, I.C.2)
- Developing and improving responsive programming to meet all stakeholders’ needs (I.C.1, I.C.2)
- Selecting the tools/methods/instruments used to assess the currency and effectiveness of academic programs
- Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

1R3 What are the results for determining if programs are current and meet the needs of the institution’s diverse stakeholders?

- Outcomes/measures tracked and tools utilized
- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I3 Based on 1R3, what improvements have been implemented or will be implemented in the next one to three years?

Subcategory 4: Academic Program Quality

1P4 Academic Program Quality focuses on ensuring quality across all programs, modalities, and locations. Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for:

- Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue (4.A.4)

3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

3.C The institution has the faculty and staff needed for effective, high-quality programs and student services

5. Instructors are accessible for student inquiry.

3.D The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.

2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

3. The institution provides academic advising suited to its programs and the needs of its students.
- Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs (3.A.1, 3.A.3, 4.A.4)
- Awarding prior learning and transfer credits (4.A.2, 4.A.3)
- Selecting, implementing, and maintaining specialized accreditation(s) (4.A.5)
- Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)
- Selecting the tools/methods/instruments used to assess program rigor across all modalities

1R4 What are the results for determining the quality of academic programs?

- Outcomes/measures tracked and tools utilized
- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I4 Based on 1R4, what improvements have been implemented or will be implemented in the next one to three years?

Subcategory 5: Academic Integrity

1P5 Academic Integrity focuses on ethical practices while pursuing knowledge. Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for:

- Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)
- Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)
- Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)
- Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

1R5 What are the results for determining the quality of academic integrity?

4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings).

5. The institution provides to students guidance in the effective use of research and information resources.

4.A The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution has policies that assure the quality of the credit it accepts in transfer.
3. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
- Outcomes/measures tracked and tools utilized
- Summary results of measures (include tables and figures where appropriate)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

Based on 1R5, what improvements have been implemented or will be implemented in the next one to three years?

5. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

4.B
4.B The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
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| 2. | The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.  
3. | The institution uses the information gained from assessment to improve student learning.  
4. | The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members. |

Notes: Category 1, Subcategory 5 Academic Student Support has been removed from Category 1 and merged into Category 2 as of October 2016. The November 2015 Systems Portfolio will still have six subcategories whereas moving forward the past subcategory 6 becomes subcategory 5 Academic Integrity.