

Eligibility Criteria to the Standards Comparison Guide

This comparison speaks to the alignment between the Eligibility Criteria and the Criteria for Review described in the 2013 Standards of Accreditation established by WSCUC. It shows that the Criteria anticipate the Standards; it does not suggest that meeting the Criteria (result of a paper review) constitutes assurance that the institution will meet the Standards (result of a self-study and on-site review).

<p style="text-align: center;">Eligibility Criteria</p> <p>(abbreviated from 2014 How to Become Accredited Manual)</p>	<p style="text-align: center;">Criteria for Review (CFRs)</p> <p>(abbreviated from 2013 Handbook of Accreditation)</p>
<p>Criterion 1. Authority The institution is authorized to operate as an educational institution and to award degrees by the appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.</p>	
<p>Criterion 2. Operational Status It must be clear that institutional planning and resources are sufficiently mature to ensure that, by the time of the Candidacy review, the institution will be operational with students actively pursuing its degree program(s).</p>	<p>(Status: Students enrolled by Seeking Accreditation Visit 1 and graduates by time of Initial Accreditation)</p>
<p>Criterion 3. Public Information The institution publishes in its catalog, or in other appropriate places, accurate and current information that describes its purposes and objectives, admission requirements and procedures.</p>	<p>(Institutional catalogs provided electronically to WSCUC in Annual Report submission)</p>
<p>Criterion 4. Relations with the Accrediting Commission The governing board provides a formal statement . . . [that] the institution agrees that in pursuing Candidacy and Initial Accreditation, it is committed to abiding by the Standards, policies, and procedures established by WSCUC.</p>	<p>(Institutional reports include signatures on Stipulated Policies)</p>
<p>Criterion 5. Academic and Transfer Credit The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education. If the institution accepts transfer students, it has established policies for the review and acceptance of transfer credits consistent with WSCUC policies.</p>	<p>CFR 2.2 Clearly defined degree requirements CFR 2.14 Transfer, award of credit policies designed to advantage the students</p>

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<p>Criterion 6. Mission and Principle Policies</p> <p>The institution’s purposes are clearly defined and appropriate for higher education. They are formally adopted by the governing board and published in key institutional documents. Published statements reflect the institution’s commitment to achieving student learning. The institution offers academic programs and administrative support consistent with its purposes, and ensures a climate of openness and academic freedom.</p>	<p>CFR 1.1 Defined institutional purposes CFR 1.3 Academic freedom policies and practices CFR 1.4 Commitment to diversity (See also Equity and Inclusion Policy) CFR 1.6 Fair and equitable policies</p>
<p>Criterion 7. Governance and Administration</p> <p>The institution has a functioning governing board (or the equivalent) responsible for the quality, integrity, and financial sustainability of the institution and for ensuring that the institution’s mission is being achieved. The institution has a chief executive officer who is appointed by the governing board and whose full-time or primary responsibility is to the institution. The institution has a chief financial officer whose full-time or primary responsibility is to the institution.</p>	<p>CFR 3.1 Adequate professional staff to achieve goals CFR 3.6 High-performing leadership CFR 3.8 CEO, CFO: Qualified, primary assignment CFR 3.9 Governing board; Independent, accountable, evaluates the CEO CFR 4.6 Institution committed to data-supported improvement</p>
<p>Criterion 8. Financial Resources and Accountability</p> <p>The institution documents a viable funding base, financial resources, and plans for financial development adequate to support its purposes and educational programs and to ensure financial stability. The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency.</p>	<p>CFR 3.4 Fiscal and physical resources developed and aligned with mission (Audits and management letters required with each Annual Report)</p>
<p>Criterion 9. Institutional Planning</p> <p>The institution provides evidence of basic planning for the development of the institution, which identifies and integrates plans for academic personnel, learning resources, facilities, and financial development. The institution also has established procedures for program and/or unit review, including methods for assessing student learning and the attainment of educational goals, and for using the data obtained from institutional research to support planning for institutional improvement.</p>	<p>CFR 3.5 Information technology adequate to support educational and administrative tasks CFR 3.7 Decision-making structures and processes effective to meet goals CFR 4.6 Regular planning engaging all stakeholders</p>

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<p>Criterion 10. Degree Programs Substantial portions of the institution’s educational offerings are programs that lead to degrees, and significant proportions of its students are enrolled in the degree programs. The institution’s degree programs are congruent with its purposes, are based on a recognized higher education field(s) of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered.</p>	<p>CFR 1.5 Education as primary purpose CFR 2.2 Appropriate degree programs, with adequate resources CFR 2.2 (a & b) Qualities of an undergraduate and graduate degree</p>
<p>Criterion 11. Educational Objectives and Assessment of Student Learning The institution clearly defines and publishes educational objectives for each program, including expected student learning outcomes, and identifies how these objectives and outcomes will be addressed within the curriculum. Strategies for assessing students’ achievement of these educational objectives, including direct review of student work products, are also established. The institution actively engages in . . . the evaluation of how well and in what ways it is accomplishing its purposes related to student learning and educational effectiveness.</p>	<p>CFR 1.2 Learning objectives established at the course, program, and institutional levels CFR 2.5 Students engaged in active learning with expectations for high achievement CFR 2.6 Assessment against standards demonstrates high and consistent achievement of students CFR 2.7 Systematic, evidence-based program review for all degree programs CFR 4.1 Quality assurance processes embedded in all areas CFR 4.2 IR functions support review and improvement of all aspects, especially around student learning CFR 4.5 External stakeholders involved in effectiveness reviews</p>
<p>Criterion 12. General Education The institution defines and incorporates into all of its undergraduate degree programs a substantial component of general education, including both lower- and upper-division offerings, designed to ensure basic collegiate skills, breadth of knowledge, and the structures of intellectual inquiry.</p>	<p>CFR 2.2 (a) Qualities of a baccalaureate degree, especially related to general education</p>

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<p>Criterion 13. Faculty</p> <p>The institution has a substantial core of qualified faculty, sufficient in size, background, and experience to support all of the institution’s educational program offerings, including a core of faculty whose primary responsibility is to the institution.</p>	<p>CFR 2.4 Faculty exercise collective ownership over the curriculum</p> <p>CFR 2.8 Faculty supported in scholarly and creative activity</p> <p>CFR 2.9 Recognition linked to scholarship and student learning</p> <p>CFR 3.1 Faculty numbers, qualifications are appropriate and aligned with goals</p> <p>CFR 3.2 Faculty assignments and evaluation aligned with mission, goals</p> <p>CFR 3.3 Faculty development supported in keeping with goals</p> <p>CFR 3.10 Faculty exercise leadership, maintain the academic purpose of the institution</p> <p>CFR 4.4 Faculty, others seek continuous improvement of the learning processes</p>
<p>Criterion 14. Student Success</p> <p>The institution has a clearly articulated commitment to the success of its students. Student services are aligned with that commitment and demonstrated by data on student learning, persistence, and development.</p>	<p>CFR 2.11 Students services aligned with student learning and regularly assessed</p> <p>CFR 2.12 Academic advising: timely, effective</p> <p>CFR 2.13 Student services designed for specific student types</p>
<p>Criterion 15. Admissions</p> <p>The institution has adopted and adheres to admission policies consistent with its purposes that specify the qualifications of students that are appropriate to the degree levels offered.</p>	<p>CFR 2.2 Clear entry-level requirements</p>
<p>Criterion 16. Information and Learning Resources</p> <p>The institution holds or otherwise provides long-term access to sufficient information and learning resources to support its purposes and all of its educational programs.</p>	<p>CFR 2.3 All resources aligned with student learning</p> <p>CFR 3.5 Learning resources appropriate and aligned with educational objectives</p>