Examples of other Types of Documentation
- Representative sample of research activities

Reference to Commission Documents, if applicable

None noted

Cross References to other related Standards/Requirements, if applicable

Core Requirement 2.5
Comprehensive Standard 3.7.3

3.3.1.5 Community/public service within its mission, if appropriate

Note: Community/public service within an institution's mission normally includes (1) centers and institutes that focus on community needs and (2) units and formal programs that deliver the outreach mission.

Relevant Questions for Consideration
- How does the institution define community/public service?
- Has the institution articulated its community/public service outcomes in relation to its mission?
- How are expected outcomes clearly defined in measurable terms?
- What is the evidence of assessment activities for community/public service?
- How are periodic reviews used for improvements?
- How does the institution's use of assessment results improve community/public service?
- What assessment instruments were used and why were they selected? Were multiple assessment methods used? If so, describe.
- If the institution used sampling, why were the sampling and findings an appropriate representation of the institution's community/public service mission?

Documentation

Required Documentation, if applicable
- Definition of institution's community and public service mission
- Documentation of expected outcomes for its community and public service mission
- Documentation of the evaluation of those outcomes
- Documentation of the use of the findings from assessment to improve the institution
- If sampling is used, (1) how the sampling is representative of the institution's mission, (2) documentation of a valid cross-section of units, and a (3) case as to why sampling and assessment findings are an appropriate representation of the institution's community and public service mission

Reference to Commission Documents, if applicable

None noted

Cross References to other related Standards/Requirements, if applicable

Core Requirement 2.5
Comprehensive Standard 3.4.2

3.3.2 The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. *(Quality Enhancement Plan)*

(Note: This requirement is not addressed by the institution in its Compliance Certification.)

Rationale and Notes

In order to ensure that an institution's QEP is successful, the institution should have the capability to provide support for the effort, include the involvement of appropriate constituents, and develop measurable goals with appropriate assessment measures.

Note: At the time of an institution's on-site review, the Commission expects it to have a well-defined plan in place and to include all components that are characteristic to any workable plan: (1) a focused topic (directly related to student learning), (2) clear goals, (3) adequate resources in place to implement the plan, (4) evaluation strategies for determining the achievement of goals, and (5) evidence of the involvement of appropriate institutional constituencies in the development and implementation of the Plan. The institution should also be mindful of the QEP Impact Report that will be due to the Commission five years in advance of its next reaffirmation review.

Relevant Questions for Consideration

- What resources (personnel, financial, physical, academic, etc.) are necessary for the successful implementation of the QEP?
- What are the goals of the institution's QEP and how does it plan to assess the achievement of those goals?
- How will the progress of the QEP be monitored? (timelines, administration and oversight of its implementation by qualified individuals, etc.)
- What are the evaluation strategies identified by the institution that will determine the success of the institution's QEP? How will the evaluation findings be used to improve student learning?
- How has the QEP been integrated into the institution's ongoing planning and evaluation processes?
- How will the institution ensure adequate resources and sufficient expertise and experience to guide the implementation and completion of the project?
- Who are the institution's constituencies and how have they been involved in the development of the QEP?

Documentation

Required Documentation, if applicable
- Quality Enhancement Plan

Examples of other Types of Documentation
None noted

Reference to Commission Documents, if applicable

Handbook for Institutions Seeking Reaffirmation of Accreditation

Cross References to other related Standards/Requirements, if applicable

Core Requirement 2.12

3.4.1 The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration. *(Academic program approval)*

Rationale and Notes

The tradition of shared governance within American higher education recognizes the importance of both faculty and administrative involvement in the approval of educational programs. Approval by the faculty ensures that programs, including programs offered through collaborative arrangements, contain appropriate courses reflecting current knowledge within a discipline and that they are appropriate for the students enrolled. Approval by the administration affirms that educational programs are consistent with the mission of the institution and that the insti-

tution possesses both the organization and resources to ensure the quality of its educational programs.

Relevant Questions for Consideration

- What is the process for developing and approving educational programs?
- Who is responsible for the process?

Documentation

Required Documentation, if applicable

- Procedures for approving educational programs.

Examples of other Types of Documentation

- Minutes from faculty and administrative meetings
- Examples that follows the program approval process
- Minutes from the curriculum committee

Reference to Commission Documents, if applicable

None noted

Cross References to other related Standards/Requirements, if applicable

Comprehensive Standard 3.4.7
Comprehensive Standard 3.7.5

3.4.2 The institution's continuing education, outreach, and service programs are consistent with the institution's mission. *(Continuing education/service programs)*

Rationale and Notes

This standard applies to noncredit activities and reinforces that when such activities are in place, they should be consistent with the institution's mission.

Relevant Questions for Consideration

What evidence exists that demonstrates that continuing education, outreach, and public service programs are consistent with the institution's mission?
What evidence exists that demonstrates that continuing education, outreach, and public service programs relate to the institution's mission?

Documentation

Required Documentation, if applicable

- List/description of continuing education, outreach and service programs

Examples of other Types of Documentation

- Policies regarding the role and scope of continuing education, outreach, and public service as they relate to the institution's mission
- Information about the audiences served in the offering of such programs

Reference to Commission Documents, if applicable

None noted

Cross References to other related Standards/Requirements, if applicable

Comprehensive Standard 3.3.1.5
Comprehensive Standard 3.4.8 *(if institution begins to award credit for course work taken on a noncredit basis)*