



# BETA REVISION NOVEMBER 2018

## DRAFT CRITERIA FOR ACCREDITATION

### BACKGROUND

The Higher Learning Commission (HLC) is required by federal regulations and its own policies to initiate a substantive review of its Criteria for Accreditation every five years. Throughout the last two years, HLC conducted an internal analysis, held listening sessions, analyzed a member institution and Peer Corps survey, analyzed the rigor of team reports and analyzed trends across interim reporting. These efforts resulted in the findings that directed the changes identified in the alpha version of a Criteria revision. The alpha version was published and the membership was invited to submit feedback on the draft changes to the Criteria. A summary of the feedback is provided in this beta version of the Criteria revision and adjustments have been made to the draft Criteria language. This beta version was sent to HLC's Board of Trustees in November 2018 and approved as a proposed policy on first reading.

After a comment period, the Board will consider adoption of the Criteria language at its February meeting, with an effective date of September 1, 2020. Following the February Board Meeting, HLC will provide updates about training opportunities, as well as information about the transition to occur within the Assurance System.

# COMMENTS INVITED

HLC invites comments on this change before the Board takes final action at its meeting on February 28 – March 1, 2019. Comments can be submitted at [hlcommission.org/beta](http://hlcommission.org/beta). Comments are due by January 28, 2019.

## CREATION OF THE REVISED DRAFT CRITERIA FOR ACCREDITATION

Among the revisions are the following highlights:

### CRITERION 1

Staff noted that institutions and peer reviewers routinely ask what HLC means by “diversity of society” or “role in a multicultural society.” Many of the edits intend to elaborate on this idea. The goal was to build on the concept communicated in the Guiding Value #3: Education for a diverse, technological, globally connected world.

### CRITERION 2

Institutions and peer reviewers noted redundancy with regard to the governing board in two places (Criterion 2 and 5). The edits intend to unite the language about governing boards under one Criterion and clarify that all constituents are part of planning.

### CRITERION 3

The edits in Criterion 3 address redundancies identified by institutions and peer reviewers.

### CRITERION 4

Institutions and peer reviewers have identified issues with the phrase “ongoing attention” with regard to student success. The edits intend to fine-tune the language for clarity, knowing that the work being done on HLC’s Student Success Initiatives will provide additional guidance on the changes that may need to occur to clarify HLC’s approach to student success within the Criteria for Accreditation at a later date.

### CRITERION 5

The edits in Criterion 5 address redundancies identified by institutions and peer reviewers.

Institutions and peer reviewers identified a need for more guidance on supporting documentation. In addition to the edits documented in this beta version of the Criteria, HLC has created a guide of commonly used evidence associated with the current Criteria for Accreditation, with language on how institutions can demonstrate compliance in situations that require institutions to “prove the negative.” An updated Guide to Evidence will be created after the draft Criteria for Accreditation policy is adopted.

In addition, HLC has developed a comprehensive glossary for the Criteria. The glossary is not policy and will be updated as necessary to be responsive to issues of clarity in the accreditation process.

See pages 3 and 4 for more summary and highlights of membership feedback.

# MEMBERSHIP FEEDBACK

## OVERVIEW

HLC conducted a survey of the membership regarding the alpha version of the Criteria for Accreditation Revision. HLC received more than 650 responses.

**44%** were Peer Reviewers    **10%** were Presidents    **19%** were CAOs    **48%** also serve as ALOs

Topic	How clear is the revision? Percent Indicating “Extremely Clear” or “Somewhat Clear”	Do you have any concerns? Percent Indicating “No”
Overall Criteria Statements	94%	93%
1. A	89%	83%
1. B	80%	67%
1. C	93%	83%
2. A	92%	88%
2. B	92%	88%
2. C	93%	89%
2. D	90%	86%
2. E	95%	93%
3. A	94%	93%
3. B	92%	88%
3. C	91%	82%
3. D	97%	94%
4. A	96%	91%
4. B	95%	93%
4. C	93%	90%
5. A	93%	85%
5. B	92%	91%
5. C	94%	91%

In response to the question “Do you believe your institution would have difficulty meeting any of the revised Criteria or Core Components?” a total of 90% indicated “no.”

## COMMENTS REGARDING THE ALPHA VERSION REFLECTED IN THE BETA VERSION

Among the revisions are the following highlights:

### Criterion 1

In the alpha version HLC had proposed to reorder and reword the Core Components for clarity purposes. An unintended consequence of the re-ordering and rewording was a perceived diminishing of the role of institutional mission.

One of HLC's Guiding Values is the concept of mission-centered evaluation and this concept continues to be a focus for HLC. The beta version attempts to address this concern and still provides the clarity needed.

### Criterion 2, 3 and 5

The proposed changes to Criteria 2 and 3 address the membership's indication that further clarity is needed. HLC considered whether it was appropriate to reword the Core Components or define specific terms. The beta version proposes changes to the Core Component wording and new glossary terms.

### Criterion 4

HLC's student success initiatives will provide additional guidance on the changes that may need to occur to clarify HLC's approach to student success within the Criteria for Accreditation at a later date.

For the beta version, the proposed changes to Criterion 4 address the membership's indication of a need for further clarity. HLC considered whether it was appropriate to reword the Core Components or define specific terms. The beta version proposes changes to the Core Component wording and new glossary terms.

# UPDATED CRITERIA REVIEW SCHEDULE

ACTIVITY	WHEN
<b>A</b> Initial HLC staff analysis of Criteria and Core Components	Fall 2016
<b>B</b> Board approval to initiate formal review	February 2017
<b>C</b> Annual conference listening session	April 2017
<b>D</b> Survey of institutions and Peer Corps	Summer 2017
<b>E</b> Analysis of various evaluations, comments, and survey data	September 2016
<b>F</b> Board discussion of preliminary findings	November 2017
<b>G</b> Staff draft alpha version of Criteria revisions	December 2017
<b>H</b> Board review of alpha version of Criteria revisions	February 2018
<b>I</b> Release alpha version to membership and Peer Corps; collect feedback electronically and at annual conference	Spring 2018
<b>J</b> Analysis of alpha version comments and surveys	Summer 2018
<b>K</b> Staff integrate analysis of alpha version into beta version for the Board	September 2018
<b>L</b> Board first reading of beta version	November 2018
<b>M</b> Official 60-day comment period for membership	November through December 2018
<b>N</b> Review membership comments for beta version; create final draft	January 2019
<b>O</b> Second Board reading, approval and release of final version	February 2019
<b>P</b> Begin institutional and Peer Corps training on Criteria updates at annual conference and throughout summer	April 2019
<b>Q</b> Effective date for implementation of updated Criteria	Fall 2020 <i>anticipated</i>

# PROPOSED CRITERIA FOR ACCREDITATION: APPROVED ON FIRST READING

Note: This demonstrates the changes from the current Criteria for Accreditation to the beta draft version. Wording that was deleted is shown as strikethrough (~~wording~~); new language is shown in bold (**wording**). The alpha version is not included here, but is accessible on HLC's website. *Reminder: When reading the Criteria, the subcomponents are further elaborations situated within the context of the Core Component.*

## CRITERION 1. MISSION

The institution's mission is clear and articulated publicly; it guides the institution's operations.

### Core Components

1.A. The institution's mission is **articulated publicly and operationalized throughout the institution** broadly understood within the institution and guides its operations.

1. The mission ~~statement~~ is ~~was~~ developed through a process suited to the ~~nature and culture~~ **context** of the institution and is adopted by the governing board.
2. The mission ~~document or documents~~ and **related statements** are current and explain the ~~extent of~~ **reference** the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission ~~document or documents~~ and **related statements** identify the nature, scope, and intended constituents of the higher education ~~programs~~ **offerings** and services the institution provides.
2. 4. The institution's academic ~~programs~~ **offerings**, student support services, and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through ~~one or more~~ public information ~~documents~~, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

4. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

1.B. The mission is articulated publicly. **The institution's mission demonstrates commitment to the public good.**

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

1. **Actions and decisions demonstrate that as part of its educational role the institution serves the public, not solely the institution or any superordinate entity, and thus entails a public obligation.**
2. **The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**
3. The institution engages with its identified external constituencies and communities of ~~interest~~ and responds to their needs as its mission and capacity allow.

1.C. The institution ~~understands the relationship between its mission and the~~ **provides opportunities for civic engagement in a diverse, multicultural diversity of society and globally-connected world, as appropriate within its mission and for the constituencies it serves.**

1. The institution addresses its role in a multicultural society **encourages learning or cocurricular activities that prepare students for informed citizenship and workplace success.**

2. The institution's processes and activities **demonstrate inclusive and equitable treatment of diverse populations** reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.
3. **The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.**

1.D. The institution's mission demonstrates commitment to the public good:

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

## **CRITERION 2. INTEGRITY: ETHICAL AND RESPONSIBLE CONDUCT**

The institution acts with integrity; its conduct is ethical and responsible.

### **Core Components**

2.A. The institution ~~operates with integrity in its financial, academic, personnel, and auxiliary functions;~~ it establishes and follows policies and processes to ensure for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

1. **The institution develops and the governing board adopts the mission.**
2. **The institution operates with integrity in its financial, academic, human resources and auxiliary functions.**

2.B. The institution presents itself clearly and completely to its students and to the public ~~with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.~~

1. **The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.**
2. **The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, service learning, religious or spiritual purpose and economic development.**

2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's ~~and to assure~~ its integrity.

1. **The governing board is trained and knowledgeable so that it makes informed decisions about the institution; it provides direction of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.**
- 4.2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
- 2.3. The governing board reviews ~~and considers~~ the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
- 3.4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties ~~when such influence would not be in the best interest of the institution.~~
- 4.5. The governing board delegates day-to-day management of the institution to the **institution's** administration and expects the **institution's** faculty to oversee academic matters.

2.D. The institution is committed to **academic freedom and** freedom of expression ~~and in~~ the pursuit of truth in teaching and learning.

2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, **staff and** students, ~~and staff.~~

1. **Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.**
- ~~4.2.~~ The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
- ~~2.3.~~ **The institution provides** students ~~are offered~~ guidance in the ethics **of research** and ~~at use of~~ information resources.
- ~~3.4.~~ The institution ~~has and~~ enforces policies on academic honesty and integrity.

### **CRITERION 3. TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT**

The institution provides high quality education, wherever and however its offerings are delivered.

#### **Core Components**

3.A. **The rigor of the institution's academic offerings is** ~~degree programs are appropriate to higher education.~~

1. Courses and programs are current and require levels of **student** performance ~~by students~~ appropriate to the **credential degree or certificate** awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
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 **offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments** ~~demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.~~

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. **The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.**
- ~~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. Every degree program~~ **The education** offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a diverse multi-cultural world ~~engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.~~
- ~~3. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.~~
- ~~5.4.~~ The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their **programs offerings** and the institution's mission.
- 3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

**1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.**

- ~~4.2.~~ The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, **assessment of student learning;** and establishment of academic credentials for



instructional staff; involvement in assessment of student learning.

- 2:3. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial **offerings** programs.
- 3:4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
- 4: 5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
- 5: 6. Instructors are accessible for student inquiry.
- 6: 7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and cocurricular activities are appropriately qualified, trained and supported in their professional development.

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~~ **offerings** and the needs of its students.
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, **and** 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.~~

3.E. The institution fulfills the claims it makes for an enriched educational environment:

- ~~1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.~~

- ~~2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.~~

#### **CRITERION 4. TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT**

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

##### **Core Components**

4.A. The institution ~~demonstrates responsibility for~~ **ensures** the quality of its educational **offerings** programs.

1. The institution maintains a practice of regular program reviews **and acts upon the findings**.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that **ensure** ~~assure~~ the quality of the credit it accepts in transfer.
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 **ensures** ~~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.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution **ensures** ~~assures~~ that the **credentials** ~~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. The institution demonstrates a commitment to educational achievement and improvement through **engages in** ongoing assessment of student learning as **part of its commitment to the educational outcomes of its students.**

- ~~1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular programs.~~
- ~~2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.~~
- ~~3.2. The institution uses the information gained from assessment to improve student learning.~~
- ~~4.3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, and other instructional and other relevant staff members.~~

4.C. The institution demonstrates a commitment to **pursues** educational improvement through ~~ongoing attention to~~ **goals and strategies that improve** retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious, ~~but~~ attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their

determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

## **CRITERION 5. INSTITUTIONAL EFFECTIVENESS, RESOURCES, AND PLANNING**

The institution's resources, structures, and processes **and planning** are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### **Core Components**

5.A. Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration, ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

5.A.B. The institution's resource base supports its current educational ~~offerings~~ programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has **qualified and trained operational staff and infrastructure** the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
- ~~2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.~~

3.2. The goals incorporated into **the mission and any related** statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

3. The institution's staff in all areas are appropriately qualified and trained.

5.3. The institution has a well-developed process in place for budgeting and for **monitoring its finances** expense.

**4. The institution's fiscal allocations ensure that its educational purposes are achieved.**

5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission:

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.

3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

5.C. The institution engages in systematic and integrated planning **and improvement**.

1. The institution allocates its resources in alignment with its mission and priorities, **including as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.**

2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.

3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

4. The institution plans on the basis of a sound understanding of its current capacity, including, **Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as and enrollment. the economy, and state support.**

5. Institutional planning anticipates **emerging evolving external** factors, such as technology **advancements**, demographic shifts, globalization, **the economy and state support.**

**6. The institution implements its plans to systematically improve its operations and student outcomes.**

5.D. The institution works systematically to improve its performance:

1. The institution develops and documents evidence of performance in its operations.

2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

# WORKING DRAFT OF GLOSSARY FOR CRITERIA FOR ACCREDITATION (NOT POLICY)

“NEW” indicates definitions written for the alpha and beta versions of the Criteria based on feedback from the membership. Other terms are from the 2013 Criteria glossary.

## **NEW/ACADEMIC FREEDOM (2D)**

The ability to engage differences of opinion, evaluate evidence and form one’s own grounded judgments about the relative value of competing perspectives. This definition implies not just freedom from constraint but also freedom for faculty, staff and students to work within a scholarly community to develop intellectual and personal qualities.

## **ACADEMIC OFFERINGS**

Any educational experience offered at an institution for academic credit. This includes, but is not limited to, degree and certificate programs and courses.

## **NEW/APPROPRIATE TO HIGHER EDUCATION (3A)**

Curricular and cocurricular programming of the quality and rigor for the degree level that prepares students to think critically and function successfully. It is distinctly different from K-12 education.

## **AUXILIARY (2A)**

Activities and services related to, but not intrinsic to, educational functions: dining services, student housing, faculty or staff housing, intercollegiate athletics, student stores, a Public Radio station, etc. In many institutions, “auxiliary” simultaneously denotes a segregated budget and dedicated revenues.

## **CAPACITY (1A, 5C)**

An institution’s ability to effectively deliver its educational offerings. Determining capacity refers to an institution’s demonstrable ability to establish and maintain academic quality. Indicators of sufficient capacity may include, but are not limited to, the following:

- Financial resources to support academic offerings at start-up and in the future.
- Evidence of planning that allocates necessary resources and shows ongoing development.

- Alignment of academic offerings with the institution’s mission and evidence of the institution’s long-term commitment.
- Evidence of new or revised policies and procedures that demonstrate commitment and sustainability.
- Qualified faculty and staff to serve students.
- Learning environments (whether classrooms, laboratories, studios or online infrastructure) with technological resources and equipment.
- Print and electronic media and support for the access and use of the technological resources across modalities.

## **NEW/CIVIC ENGAGEMENT (1C)**

Community service or any number of other efforts (by individuals or groups) intended to address issues of public or community concern.

## **NEW/COCURRICULAR (3C, 4B)**

Learning activities, programs and experiences that reinforce the institution’s mission and values and complement the formal curriculum. Examples: Study abroad, student-faculty research experiences, service learning, professional clubs or organization, athletics, honor societies, career services, etc.

## **UPDATED/CONTROL (2B)**

The entity that is responsible for the fiscal and operational oversight of an institution and its programs. Control also includes the structure and organizational arrangements of an institution. Examples include, but are not limited to, the following:

- The state board or agency that oversees a public university
- The board of trustees that oversees a private, non-profit college
- The parent corporation of a private, for-profit college
- Religious bodies and tribal councils

### **DUAL CREDIT (3C, 4A)**

Courses taught to high school students for which the students receive both high school credit and college credit. These courses or programs are offered under a variety of names; the Core Components that refer to “dual credit” apply to all of them as they involve the accredited institution’s responsibility for the quality of its offerings.

### **GOOD PRACTICE (NEW; 4B, 4C)**

Practice that is based in the use of processes, methods and measures that have been determined to be successful by empirical research, professional organizations and/or institutional peers.

### **NEW/INFORMED CITIZENSHIP (1C)**

Having sufficient and reliable information about issues of public concern and having the knowledge and skills to make reasonable judgments and decisions about them.

### **NEW/OPERATIONAL STAFF (5B)**

Personnel who support the academic enterprise, such as those who may work in the areas of finance, human resources, facilities, dining/catering, information technology, planning, security, student services, academic support, etc.

### **PUBLIC (1A)**

In phrases such as “makes available to the public” or “states publicly,” this refers to people in general, including current and potential students. In phrases such as “the public good,” the Criteria refer to public, as opposed to private, good.

### **NEW/PUBLIC INFORMATION (1A)**

Information publicly available on websites or other materials that are available freely to the public, without having to ask specifically for it.

### **NEW/STUDENT OUTCOMES (5C)**

Education-specific results to measure against the objectives or standards for the educational offerings. Examples could be results from licensure or standardized exams, course and program persistence, graduation rates and workforce data.

### **NEW/SUPERORDINATE ENTITY (1B)**

An entity situated hierarchically above the institution, which includes but is not limited to state boards, private owners, corporate parents, Tribal councils or religious denominations.

### **NEW/AUTONOMOUS (2C)**

The institution’s governing board acts independently of any other entity in determining the course of direction and policies for the institution.

### **NEW/UNDUE INFLUENCE (2C)**

Overreach, suspicious transactions and relationships that are exclusive (without oversight) that could yield influence over the institution’s governing board.

### **WHEREVER AND HOWEVER DELIVERED (2E, 5B)**

All modes of delivery of academic offerings and all locations, modalities and venues, including but not limited to the main campus, additional locations, distance delivery, dual credit and contractual or consortial arrangements.