

WASC CORE COMMITMENTS AND STANDARDS (updated 02/08)

- Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives
- Standard 2: Achieving Educational Objectives through Core Functions
- Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability
- Standard 4: Creating an Organization Committed to Learning and Improvement

Organization of the Standards

The Core Commitments as Foundation

The institutions accredited by WASC represent a remarkable range of diversity in terms of mission, size, and relative maturity. They are bound together, however, by a common pair of commitments – to institutional capacity and to educational effectiveness. The WASC process begins by asking institutions to ground their efforts in these two commitments. In this way, each institution connects more closely to its own distinctive character and to its responsibilities to its stakeholders. By reaffirming these core commitments, the institution more fully owns both the process and the outcomes from an accreditation review.

Core Commitment to Institutional Capacity:

The institution functions with clear purposes, high levels of institutional integrity, fiscal stability, and organizational structures to fulfill its purposes.

The Core Commitment to Institutional Capacity enables the institution to consider resource issues from a holistic perspective, and to consider capacity as an institutional attribute beyond minimum compliance and a review of assets. Looking at itself through a “lens” of institutional capacity enables the institution to reexamine what it *is* in terms of its capacity to fulfill its aspirations, and to integrate and synthesize findings and recommendations for improvement gained through its self review under Commission Standards. While the Standards provide an opportunity to review institutional performance within a defined area, the framework of institutional capacity allows an institution to explore cross-cutting issues such as whether resources, structures and processes are aligned with the institution’s mission and priorities, and whether ~~there is good evidence of effectiveness in their actual deployment~~ **the institution has the capacity to measure, interpret, and use evidence about its effectiveness.** An important dimension of institutional capacity ~~reflected in the Institutional Review cycle~~ is the institution’s **potential readiness** to define and sustain educational effectiveness. **This dimension is reflected in the review cycle by the name assigned to the first review, the Capacity and Preparatory Review.**

Core Commitment to Educational Effectiveness:

*The institution evidences clear and appropriate educational objectives and design at the institutional and program level. The institution employs processes of review, including the collection and use of data, ~~that~~ **which ensure** ~~assure~~ delivery of programs and learner accomplishments at a level of performance appropriate for the degree or certificate awarded.*

The Core Commitment to Educational Effectiveness provides an opportunity for the institution to explore holistically its approaches to educational effectiveness. **The institution** ~~and~~ **assesses** whether ~~institutional~~ its systems, such as course and program design, faculty support, and program review, are effectively linked to evidence of student learning and are consistent with the educational goals and academic standards of the institution. By design, elements of educational effectiveness were incorporated into all four Commission Standards, so that institutions would explore the relationships between capacity and educational quality and effectiveness. **Each of the four** Accreditation Standards ~~identify~~ **describes** key elements of educational effectiveness. ~~Many institutions have found valuable the framing of educational effectiveness presented in~~

~~Invitation to Dialogue II, a document prepared to assist the region in developing the framework for accreditation described in this Handbook. The framing is repeated here to provide one possible set of lenses for institutions to review the broader issue of educational effectiveness and for applying the Standards for Accreditation.~~

Accreditation Standards

~~In order to address~~ To help institutions and others interpret and apply the Core Commitments to Institutional Capacity and to Educational Effectiveness, the Commission has defined Standards for Accreditation. These Standards are intended to serve several purposes:

- ◆ To guide institutions in self review as a basis for assessing institutional performance, and to identify needed areas of improvement
- ◆ To provide a framework for institutional presentations to the Commission and review teams
- ◆ To serve as the basis for **judgment by** evaluation teams in the institutional review process — for the **Capacity and** Preparatory Review in addressing the Core Commitment to Institutional Capacity and for the Educational Effectiveness Review in addressing the Core Commitment to Educational Effectiveness
- ◆ To provide a foundation for Commission actions and the basis for required institutional follow up to such actions; ~~and~~
- ◆ To assist those involved in the accrediting process, in higher education generally, and members of the public, in defining institutional quality and educational effectiveness, and in promoting the development and sharing of practices leading to the improvement of quality.

Format of the Standards

Each Standard is constructed with the following four interrelated elements:

The Standard

While specific content areas are distinguished within each of the four Standards, each is intended to be an integrated topic, framed to emphasize holistic organizational performance. To emphasize the holistic manner in which the contents of each Standard are viewed and applied, judgments will be made, to the extent possible, at the level of the Standard itself. Each of the four Standards begins with a “statement of the Standard,” defining the basis for judgment. Within each Standard are also sub-areas defining topical areas essential to the Standard itself.

Criteria for Review

Within each sub-area are Criteria for Review (**CFRs**), intended to identify key areas for **the** review of each Standard. Criteria for Review are meant to support basic decisions about accreditation and ~~thus~~ enable the Commission to render an effective judgment ~~of~~ **on** the performance of an institution.

Guidelines

The Commission has identified in the Guidelines expected forms or methods ~~of~~ **for** demonstrating performance related to certain Criteria for Review. ~~In many of these cases~~ **The Guidelines are provided because** institutions ~~have often~~ requested **a** specific

interpretation of the Commission's meaning a CFR. and, in others, The Commission has also found through its extensive interactions with institutions and evaluation teams, the need to identify the normative way institutions would be able to address have addressed the Criterion for Review referenced by the Guideline. By design, the Commission has not developed a Guideline for each Criterion for Review. ; nor are the Guidelines intended to address the full scope of a particular Criterion.

Where Guidelines are identified, the Commission is attempting to assist institutions with further interpretation of the Criteria for Review and to provide intended ways by which institutions can demonstrate that they have addressed them. Thus For example, a substantial core of full-time faculty would be commonly expected as part of an institution's demonstration that it has addressed Criterion for Review 3.2 under Standard 3. The Commission also remains committed to the value, stated on page 4, that it is concerned with demonstrated results rather than prescribing a wishing to prescribe the specific form of an institutional practice. If an institution chooses not to employ the practices described in a particular Guideline, the institution is responsible for showing to show that it has addressed the intent of the Criterion in an equally effective way.

Related Commission Policies

The Commission has adopted policies and statements that apply to all candidate and accredited institutions. These policies and statements represent official Commission positions, and institutions are expected to adhere to their provisions. Institutions and teams are also expected to include relevant policies as part of the accreditation review process.

Following each of the four Standards are references to policies that are of particular relevance to those Standards and the related CFRs, and Guidelines. These listings of references are not intended to be all inclusive. Institutions are encouraged to become familiar with and to review periodically all Commission policies and statements. When new policies are adopted or existing policies are revised, they are posted to the official website of the Commission at wascsenior.org.

Standard 1

Defining Institutional Purposes and Ensuring Educational Objectives

- Institutional Purposes
- Integrity

The institution defines its purposes and establishes educational objectives aligned with its purposes and character. It has a clear and conscious sense of its essential values and character, its distinctive elements, its place in the higher education community, and its relationship to society at large. Through its purposes and educational objectives, the institution dedicates itself to higher learning, the search for truth, and the dissemination of knowledge. The institution functions with integrity and autonomy.

Institutional Purposes

Criteria for Review

- 1.1. The institution's formally approved statements of purpose and operational practices are appropriate for an institution of higher education and clearly define its essential values and character.

GUIDELINES: The institution has a published mission statement that clearly describes its purposes. The institution's purposes fall within recognized academic areas and/or disciplines, or are subject to peer review within the framework of generally recognized academic disciplines or areas of practice.

- 1.2. Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution ~~has develops~~ indicators ~~and evidence to ascertain the level of~~ for the achievement of its purposes and educational objectives **at the institutional, program, and course levels. The institution has a system of measuring student achievement, in terms of retention, completion, and student learning. The institution makes public data on student achievement at the institutional and degree level, in a manner determined by the institution.**

~~GUIDELINE: The institution has published educational objectives that are consistent with its purposes.~~

- 1.3. The institution's leadership creates and sustains a leadership system at all levels that is marked by high performance, appropriate responsibility, and accountability.

Integrity

Criteria for Review

- 1.4. The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts

GUIDELINES: The institution has published or has readily-available policies on academic freedom. For those institutions that strive to instill specific beliefs and world views, policies clearly state **how these views are implemented** ~~conditions~~, and ensure that these conditions are consistent with academic freedom. Due process procedures are disseminated, demonstrating that faculty and students are protected in their quest for truth.

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accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and in their writing.

- 1.5. Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, and its administrative and organizational practices. { GUIDELINE: The institution has demonstrated institutional commitment to the principles enunciated in the WASC Statement on Diversity.
- 1.6. Even when supported by or affiliated with political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. { GUIDELINE: The institution has no history of interference in substantive decisions or educational functions by political, religious, corporate, or other external bodies outside the institution's own governance arrangements.
- 1.7. The institution truthfully represents its academic goals, programs, and services to students and to the larger public; demonstrates that its academic programs can be completed in a timely fashion; and treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, and refunds. { GUIDELINES: The institution has published or has readily-available policies on student grievances and complaints, refunds, etc. and has no history of adverse findings against it with respect to violation of these policies. Records of student complaints are maintained for a six-year period. The institution clearly defines and distinguishes between the different types of credits it offers and between degree and non-degree credit, and accurately identifies the type and meaning of the credit awarded in its transcripts. **The institution has published or readily-available grievance procedures for faculty and staff. The institution's policy on grading and student evaluation is clearly stated, and provides opportunity for appeal as needed.**
- 1.8. The institution exhibits integrity in its operations as demonstrated by the implementation of appropriate policies, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas. { GUIDELINE: ~~The institution has published or readily-available grievance procedures for faculty, staff, and students.~~ **The institution's** ~~its~~ finances are regularly audited by external agencies.
- 1.9. The institution is committed to honest and open communication with the Accrediting Commission, to undertaking the accreditation review process with seriousness and candor, **to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution,** and to abiding by Commission policies and procedures, including all substantive change policies.

See related Policies regarding: Complaints Against **Regarding** Accredited and Candidate Institutions; Contracts with Unaccredited Organizations; Disclosure of Accrediting Documents and Commission Actions; Diversity; Honorary Degrees; ~~and~~ Substantive Change; **and Degree-Level Approval Policy.**

Standard 2

Achieving Educational Objectives through Core Functions

- Teaching and Learning
- Scholarship and Creative Activity
- Support for Student Learning **and Success**

The institution achieves its institutional purposes and attains its educational objectives through the core functions of teaching and learning, scholarship and creative activity, and support for student learning **and success**. It demonstrates that these core functions are performed effectively and that they support one another in the institution's efforts to attain educational effectiveness.

Teaching and Learning

Criteria for Review

- 2.1. The institution's educational programs are appropriate in content, standards, and nomenclature for the degree level awarded, regardless of mode of delivery, and are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.
- GUIDELINE: The content, length, and standards of the institution's academic programs conform to recognized disciplinary or professional standards and are subject to peer review.
- 2.2. All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and in terms of levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits.
- 2.2a. Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and a fulfilling life. These programs also ensure the development of core learning abilities and competencies including, but not limited to, college-level written and oral communication; college-level quantitative skills; information literacy; and the habit of critical analysis of data and argument. In addition, baccalaureate programs actively foster an understanding of diversity; civic responsibility; the ability to work with others; and the capability to engage in lifelong learning. Baccalaureate programs also ensure breadth for all
- GUIDELINE: Competencies required for graduation are reflected in course syllabi for both General Education and the major.
- GUIDELINE: The institution has a program of General Education that is integrated throughout the curriculum, including at the upper division level, consisting of a minimum of 45 semester ~~credit hours~~ **units** (or the equivalent), together with significant study in depth in a given area of knowledge (typically described in terms of a major).

students in the areas of cultural and aesthetic, social and political, as well as scientific and technical knowledge expected of educated persons in this society. Finally, students are required to engage in an in-depth, focused, and sustained program of study as part of their baccalaureate programs.

2.2b. Graduate programs are consistent with the purpose and character of their institutions; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the several levels of graduate and professional degrees offered. Graduate curricula are visibly structured to include active involvement with the literature of the field and ongoing student engagement in research and/or appropriate high-level professional practice and training experiences. Additionally, admission criteria to graduate programs normally include a baccalaureate degree in an appropriate undergraduate program.

GUIDELINES: ~~The institution~~ Institutions offering graduate-level programs employ at least one full-time faculty member for each graduate degree program offered, and demonstrate sufficient resources and structures to sustain these programs and create a graduate-level academic culture.

2.3. The institution's **student learning outcomes and expectations for learning and student attainment** are clearly **stated at the course, program and, as appropriate, institutional level. These outcomes and expectations are** reflected in its academic programs and policies; ~~These include the organization and content of the institution's curriculum; admissions and graduation policies; the organization and delivery of advisement; the use of its library and information resources; and (where applicable) experience in the wider learning environment provided by the campus and/or co-curriculum.~~

GUIDELINE: The use of information and learning resources beyond textbooks is evidenced in syllabi throughout the undergraduate and graduate curriculum.

2.4. The institution's expectations for learning and student attainment are developed and widely shared among its members (including faculty, students, staff, and where appropriate, external stakeholders). The institution's faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations.

2.5. The institution's academic programs actively involve students in learning, challenge them to **achieve meet** high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.

2.6. The institution demonstrates that its graduates consistently achieve its stated levels of attainment and ensures that its expectations for student learning are embedded in the standards faculty use to evaluate student work.

2.7. ~~In order to improve program currency and effectiveness,~~ All programs offered by the institution are subject to systematic program review. The program review process includes including analyses of the achievement of the program's learning objectives and outcomes, program retention and completion, and, where appropriate, results of licensing examination and placement and evidence from external constituencies such as employers and professional organizations ~~societies is included in such reviews.~~

GUIDELINE: The institution incorporates in its assessment of educational objectives results with respect to student achievement, including program completion, license examination, and placement rates results.

Scholarship and Creative Activity

2.8. The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, ~~and creative activity,~~ as well as their dissemination at levels, and of the kinds, appropriate to the institution's purposes and character.

2.9. The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.

GUIDELINE: Where appropriate, the institution includes in its policies for faculty promotion and tenure recognition of scholarship related to teaching, learning, assessment, and co-curricular learning. Along with scholarly publications, such policies recognize forms of dissemination appropriate to various types of scholarly and creative expression.

Support for Student Learning and Success

Criteria for Review

2.10. The institution collects and analyzes student data disaggregated by demographic categories and areas of study. It tracks achievement, satisfaction, and campus climate to support student success. ~~Regardless of mode of program delivery,~~ The institution regularly identifies the characteristics of its students and assesses their preparation, needs, and experiences, and levels of satisfaction. This information is used to help shape a learning-centered environment and to actively promote student success.

2.11. Consistent with its purposes, the institution develops and ~~implements~~ **assesses its** co-curricular programs ~~that are integrated with its academic goals and programs, and supports student professional and personal development.~~

2.12. The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant academic requirements.

{ GUIDELINE: Recruiting and admission practices, academic calendars, publications, and advertising are accurate, current, **disclosing complete**, and are readily available to support student needs.

2.13. Student support services—including financial aid, registration, advising, career counseling, computer labs, and library and information services—are designed to meet the needs of the specific types of students the institution serves and the curricula it offers.

2.14. Institutions that serve transfer students assume an obligation to provide clear and accurate information about transfer requirements, ensure equitable treatment for such students with respect to academic policies, and ensure that such students are not unduly disadvantaged by transfer requirements.

See related Policies regarding: Collegiate Athletics; Credit for Prior Experiential Learning; International Students; Study Abroad; and Transfer and Award of Academic Credit.

Standard 3

Developing and Applying Resources and Organizational Structures to Ensure Sustainability

- Faculty and Staff
- Fiscal, Physical and Information Resources
- Organizational Structures and Decision-making Processes

The institution sustains its operations and supports the achievement of its educational objectives through its investment in human, physical, fiscal, and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high quality environment for learning.

Faculty and Staff

Criteria for Review

- 3.1. The institution employs personnel sufficient in number and professional qualifications to maintain its operations and to support its academic programs, consistent with its institutional and educational objectives.
- 3.2. The institution demonstrates that it employs a faculty with substantial and continuing commitment to the institution sufficient in number, professional qualifications, and diversity to achieve its educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its academic programs wherever and however delivered.
- 3.3. Faculty and staff recruitment, **orientation**, workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation processes are systematic, include appropriate peer review, and, for instructional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluations of instruction.

GUIDELINE: The institution has an instructional staffing plan that includes a sufficient number of full-time faculty with appropriate backgrounds, by discipline and degree levels. **The institution systematically engages full-time non-tenure track, adjunct, and part-time faculty in such processes as assessment, program review, and faculty development.**

- 3.4. The institution maintains appropriate and sufficiently supported faculty **and staff** development activities designed to improve teaching and learning, consistent with its ~~educational objectives and institutional purposes~~ **objectives**.

{ **GUIDELINE:** The institution provides training and support for faculty members teaching by means of technology-mediated instruction.

Fiscal, Physical, and Information Resources

Criteria for Review

- 3.5. **The institution has a history of financial stability, unqualified independent financial audits and has resources sufficient to ensure long-term viability.** ~~Fiscal and physical Resources are effectively aligned with institutional educational purposes and educational objectives, and are sufficiently developed to support and maintain the level and kind of educational programs offered both now and for the foreseeable future.~~ **If an institution has an accumulated deficit, it has realistic plans to eliminate the deficit. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources.**
- 3.6. The institution holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support its academic offerings and the scholarship of its members. **These information resources, services and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes.** For both on-campus students and students enrolled at a distance, physical and information resources, services, and information technology facilities are sufficient in scope and kind to support and maintain the level and kind of education offered. ~~These resources, services and facilities are consistent with the institution's purposes, and are appropriate, sufficient, and sustainable.~~
- 3.7. The institution's information technology resources are sufficiently coordinated and supported to fulfill its educational purposes and to provide key academic and administrative functions.

{ **GUIDELINE:** The institution has a history of financial stability, appropriate independent audits, and realistic plans to eliminate any accumulated deficits and to build sufficient reserves to support long-term viability.

Organizational Structures and Decision-Making Processes

Criteria for Review

- 3.8. The institution's organizational structures and decision-making processes are clear and consistent with its purposes, ~~sufficient to~~ support effective decision-making, **and place priority on sustaining effective academic programs.**
- { GUIDELINE: The institution ~~has an organization chart that clearly depicts position, associated~~ **establishes clear roles, responsibilities, and lines of authority, which are reflected in an organization chart.**
- 3.9. The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer.
- { GUIDELINE: The governing body regularly engages in self-review and training to enhance its effectiveness.
- 3.10. The institution has a **full-time chief executive officer and a chief financial officer** whose **primary or** full-time responsibility is to the institution. **In addition, the institution has a sufficient number of other qualified**, ~~together with a cadre of~~ administrators ~~qualified and able~~ to provide effective educational leadership and management ~~at all levels.~~
- 3.11. The institution's faculty exercises effective academic leadership and acts consistently to ensure both academic quality and the appropriate maintenance of the institution's educational purposes and character.
- { GUIDELINE: The institution clearly defines the governance roles, rights, and responsibilities of the faculty.

See related Policies regarding: Collective Bargaining; and Institutional Units in a System.

Standard 4

Creating an Organization Committed to Learning and Improvement

- Strategic Thinking and Planning
- Commitment to Learning and Improvement

The institution conducts sustained, evidence-based, and participatory discussions about how effectively it is accomplishing its purposes and achieving its educational objectives. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities at different levels of the institution, and to revise institutional purposes, structures, and approaches to teaching, learning, and scholarly work.

Strategic Thinking and Planning

Criteria for Review

- 4.1. The institution periodically engages its multiple constituencies, **including faculty**, in institutional reflection and planning processes which assess its strategic position; articulate priorities; examine the alignment of its purposes, core functions and resources; and define the future direction of the institution. The institution monitors the effectiveness of ~~the implementation of~~ its plans **and planning processes**, and revises them as appropriate.
- 4.2. Planning processes at the institution define and, to the extent possible, align academic, personnel, fiscal, physical, and technological needs with the strategic objectives and priorities of the institution.
- 4.3. Planning processes are informed by appropriately defined and analyzed quantitative and qualitative data, and include consideration of evidence of educational effectiveness, including student learning.

{ **GUIDELINE:** A clear charge to planning bodies with a regular schedule and the existence of an understandable and coherent plan for assessing the attainment of educational objectives must be developed. Evidence of the ways the results of planning and evaluation are linked to decision-making is demonstrable.

Commitment to Learning and Improvement

Criteria for Review

4.4. The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection. These processes ~~involve~~ **include assessing** ~~assessments of~~ effectiveness, **tracking** results over time, and **using comparative data from external sources,** ~~and the results of these assessments to revise~~ and **improving** structures, and processes, curricula, and pedagogy.

4.5. **The institution has** institutional research **capacity consistent with its purposes and objectives.** **Institutional research** addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included ~~in among the priorities of the institutional research function is the identification of indicators and the collection of appropriate data to support the assessment of student learning.~~ **consistent with the institution's purposes and educational objectives.** Periodic reviews of ~~institutional research and data collection~~ are conducted to **ensure the effectiveness of the research function and** ~~develop more effective indicators of performance and to assure the suitability and usefulness of data.~~

{ GUIDELINES: The institution exhibits existence of clear institutional research capacities with appropriate reporting lines and support appropriate to the institution's size and scope. Institutional research or equivalent databases are developed that are sufficient to meet all external reporting needs (e.g. IPEDS), and there are appropriate ways to access or disseminate this information through publications, reports or widely accessible databases.

4.6. Leadership at all levels is committed to improvement based on the results of the processes of inquiry, evaluation and assessment used throughout the institution. The faculty takes responsibility for evaluating the effectiveness of the teaching and learning process and uses the results for improvement. Assessments of the campus environment in support of academic and co-curricular objectives are also undertaken and used, and are incorporated into institutional planning.

4.7. The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as into the conditions and practices that promote the kinds and levels of learning intended by the institution. The outcomes of such inquiries are applied to the design of curricula, the design and practice of pedagogy, and to the improvement of evaluation means and methodology.

{ GUIDELINE: The institution's policy on grading and student evaluation is clearly stated, and provides opportunity for appeal as needed; and Periodic analysis of grades and evaluation procedures are conducted to assess the rigor and **impact effectiveness of these grading policies and practice.**

4.8. Appropriate stakeholders, including alumni, employers, practitioners, and others defined by the institution, are **regularly** involved in the

assessment of the effectiveness of educational programs.