9 Highest Priorities

1.2 (Institutional Purposes) - Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution had developed indicators and evidence to ascertain the level of achievement of its purposes and educational objectives.

2.10 (Support for Student Learning) - Regardless of mode of program delivery, the institution regularly identifies the characteristics of its students and assesses their needs, experiences and levels of satisfaction. This information is used to help shape a learning-centered environment and to actively promote student success.

3.2 (Faculty and Staff) - 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.

3.5 (Fiscal, Physical, and Information Resources) - Fiscal and physical resources are effectively aligned with institutional purposes and educational objectives, and are sufficiently developed to support and maintain the level and kinds of educational programs offered both now and for the foreseeable future.

3.7 (Fiscal, Physical, and Information Resources) - The institution’s information technology resources are sufficiently coordinated and supported to fulfill its educational purposes and to provide key academic and administrative functions.

3.8 (Organizational Structures and Decision-Making Processes) - The institution’s organizational structures and decision-making processes are clear, consistent with its purposes, and sufficient to support effective decision-making.

4.4 (Strategic Thinking and Planning) - The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval process, periodic program review, ongoing evaluation, and data collection. These processes involve assessments of effectiveness, track results over time, and use the results of these assessments to revise and improve structures, and processes, curricula, and pedagogy.
4.5 (Commitment to Learning and Improvement) - Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making process. Included among the priorities of 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 review of institutional research and data collection are conducted to develop more effective indicators of performance and to assure the suitability and usefulness of data.

4.6 (Commitment to Learning and Improvement) - 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 take responsibility for evaluating the effectiveness of the teaching and learning process and use 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.