



REGULAR INTERIM REPORT FOR REAFFIRMATION OF ACCREDITATION

Report Outline

Part A

Actions taken regarding recommendations. Review carefully the concluding general recommendations, normally found at the end of the most recent full-scale evaluation committee report and any subsequent focused interim evaluation report. In the report, note each recommendation and explain what action has been taken by the institution. If no action has been taken, please explain why. A thoughtful response to all general recommendations is expected even though one or more of the general recommendations may have been the subject of an earlier report.

Part B

Questions related to other institutional changes. Please consider but do not limit yourself to the following questions. Disregard any questions that are inappropriate for your institution. If the answer to a question has been covered under Part A or if there is an overlap in responses to questions under Part B, please organize the report so that information is not repeated. Institutions granting only the Associate degree are to address all questions except the starred (*) items.

Standard One – Institutional Mission and Goals, Planning and Effectiveness

- What changes, if any, have been made in the mission and goals of the institution since the last full-scale evaluation and why have they been made? How have these changes been reflected in the educational program and/or functioning of the institution?
- What existing plans for the future have been achieved and what new plans have been formulated?
- Succinctly describe the institution's current status in meeting the requirements of **Standard 1.B - Planning and Effectiveness.**
- What are the institution's expectations of itself and how does it assess itself regarding the achievement of those expectations?

Standard Two – Educational Program and Its Effectiveness

- What changes, if any, have been made in the requirements for graduation and why?
- In the undergraduate (or lower division) curriculum, what new majors, minors, or degrees/certificates have been added? What majors, minors, or degrees/certificates have been discontinued? What significant changes have been made in existing majors, minors, or degrees/certificates?

Report only those certificate programs that total 45 or more quarter credit hours or 30 or more semester credit hours.

OVER, PLEASE

- *At the graduate level, if programs are offered, what significant changes have been made and why have they been made?
- *What changes have been made in graduate non-degree or credential programs? Please provide the rationale for the changes.
- What changes have been made in special programs providing academic credit (summer session, extension, correspondence, travel, and foreign centers) and why have they been made?
- What are the intended educational program outcomes and how does the institution assess student achievement of those intended outcomes?
- In light of the requirements of Commission **Policy 2.2 - Educational Assessment**, how does the institution regularly and continuously assess its educational programs and use the results of assessment in planning?
- Keeping to a concise format, what are the institution's expectations regarding achievements of its students and what reliable procedures are used to assess student achievement of those expectations?

Standard Three - Students

- What changes have been made in undergraduate and graduate admissions, grading, student non-academic programs, and student support services? Why? Compare the current enrollment figures with those reported in the last institutional self-study report.

Standard Four - Faculty

- What significant changes have been made in policies affecting the faculty? Have the characteristics of the faculty changed? How have faculty salaries and other benefits been improved? How does the institution conduct a substantive performance evaluation of all faculty? See **Standard Four - Faculty** and **Commission Policy 4.1 - Faculty Evaluation**.

Standard Five – Library and Information Resources

- How have the library/learning resources and laboratories been maintained to keep pace with the growth of instruction or with significant program changes, such as computer science or health technologies?

Standard Six – Governance and Administration

- Explain significant changes in the governing board, leadership, and management of the institution. See **Standard 6.B – Governing Board** and **Standard 6.C - Leadership and Management**.

Standard Seven – Finance

- What significant changes have been made in the financial structure and condition of the institution (budgetary increases and/or decreases, operating surpluses or deficits, plans for the future)?

Standard Eight – Physical Facilities

- What changes have been made in the physical plant (new buildings, demolition/remodeling of old ones)?

Standard Nine – Institutional Integrity

- How does the institution ensure high ethical standards in its treatment of students, faculty, and staff?

Note: Standards and Policies for accreditation may be found in the *Accreditation Handbook*, 2003 edition.