STANDARDS COVERAGE INDEX

Standard 1.  Mission, Goals, and Objectives

Covered Entirely Through Documentation
See Roadmap to Documentation for Standard One

http://www.provost.umd.edu/campus_review_2007/Standard_1.htm

An institution conducts ongoing planning and resource allocation based on its mission and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Fundamental Elements of Planning, Resource Allocation, and Institutional Renewal

Relative to this standard, an accredited institution is characterized by:

1. clearly stated goals and objectives, both institution-wide and for individual operational units, used for planning and resource allocation at the institutional and unit levels;

   ** See Topic A narrative, especially Sections I.B, II.A, and II.B, and Appendices 1 through 8. See also the documentary response to Standard One.

2. planning and improvement processes that are clearly communicated, provide for constituent participation, and incorporate the use of assessment results;

   ** See Topic A narrative, especially Sections II and III.

3. objectives for improvement that are clearly stated, reflect conclusions drawn from assessment results, and are linked to mission and goal achievement, both institution-wide and for individual units;

   ** See Topic A narrative, in its entirety.

4. well defined decision-making processes and authority that facilitates planning and renewal;

   ** See Topic A narrative, in its entirety.

5. the assignment of responsibility for improvements and assurance of accountability;

   ** See Topic A narrative, in its entirety.

6. a record of institutional and unit improvement efforts; and

   ** See Topic A narrative in its entirety, especially Sections II.A and II.B and Appendices 1 through 8. See also the documentary response to Standard One.

7. periodic assessment of the effectiveness of planning, resource allocation, and institutional renewal processes.

   ** See Topic A narrative, especially Sections II.A, III.G, and III.H.
**Standard 3. Institutional Resources**

The human, financial, technical, physical facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

**Fundamental Elements of Institutional Resources**

Relative to this standard, an accredited institution is characterized by:

1. strategies to measure and assess the level of, and efficient utilization of, institutional resources required to support the institution's mission and goals;

   ** See Topic A narrative, especially Section III.

2. rational and consistent policies and procedures in place to determine allocation of assets;

   ** See Topic A narrative, especially Section III.

3. an allocation approach that ensures adequate faculty, staff, and administration to support the institution's mission and outcomes expectations;

   ** See Topic A narrative, especially Section III. It is a rare unit that will agree that its personnel resources are adequate, and institutional resources certainly could be augmented to good effect. Nevertheless, the institution has been successful in supporting its mission and achieving desired outcomes.

4. a budget process aligned with the institution's mission, goals, and strategic plan that provides for an annual budget and multi-year budget projections for at least three-years, both institution-wide and among departments; utilizes planning and assessment documents; and addresses resource acquisition and allocation for the institution and any subsidiary, affiliated, or contracted educational organizations as well as for institutional systems as appropriate;

   ** See Topic A narrative, especially Section III. Institutional budget processes conform to the requirements of the State budgeting system and effective planning is constrained by political and economic forces that are beyond the University’s control.

5. a comprehensive facilities or infrastructure master plan and facilities/infrastructure life-cycle management plan, as appropriate to mission, and evidence of implementation;

   ** The Facilities Master Plan is in Appendix 3a of the Topic A narrative. Environmental Stewardship Guidelines that were developed from it are in Appendix 3b.
6. recognition in the comprehensive plan that facilities, such as learning resources fundamental to all educational and research programs and libraries, are adequately supported and staffed to accomplish the institution's objectives for student learning, both on campuses and at a distance; **

The institution fully recognizes that libraries and other learning resources are fundamental and need to be adequately supported and staffed. Support for learning resources is not specifically part of the Facilities Master Plan but is included in the processes described in Section III of the Topic A narrative. For information technology support see also Section 4G of the Topic A narrative and Appendices 32-35. For library support see Section IX.D of the Topic B narrative.

7. an educational and other equipment acquisition and replacement process and plan, including provision for current and future technology, as appropriate to the educational programs and support services, and evidence of implementation; **

See the discussion of the Teaching Facilities Committee in Section III.B and the materials in Appendices 35b and c of the Topic A narrative. The Technology Council, described in part in Appendix 35a, works with the Office of Information Technology to assure that current technologies are deployed as appropriate. See also Section IV.G.

8. adequate institutional controls to deal with financial, administrative and auxiliary operations, and rational and consistent policies and procedures in place to determine allocation of assets; **

See Topic A narrative, especially Section III.

9. an annual independent audit (institutional or system-wide), confirming financial responsibility, with evidence of follow-up on any concerns cited in the audit's accompanying management letter; and **

See Topic A narrative, especially Section IV.F. There are numerous audits of aspects of the institution, performed both by the University system and by offices of the State government.

10. periodic assessment of the effective and efficient use of institutional resources. **

See Topic A narrative, especially Section IV.B.
Standard 4. Leadership and Governance

Covered Entirely Through Documentation
See Roadmap to Documentation for Standard Four


Standard 5. Administration

Covered Entirely Through Documentation
See Roadmap to Documentation for Standard Five

http://www.provost.umd.edu/campus_review_2007/Standard_5.htm

Standard 6. Integrity

Covered Entirely Through Documentation
See Roadmap to Documentation for Standard Six

**Standard 7. Institutional Assessment**

The institution has developed and implemented an assessment plan and process that evaluates its overall effectiveness in: achieving its mission and goals; implementing planning, resource allocation, and institutional renewal processes; using institutional resources efficiently; providing leadership and governance; providing administrative structures and services; demonstrating institutional integrity; and assuring that institutional processes and resources support appropriate learning and other outcomes for its students and graduates.

**Fundamental Elements of Institutional Assessment (as modified)**

An accredited institution is expected to possess or demonstrate the following attributes or activities:

1. documented, organized, and sustained assessment process to evaluate and improve the total range of programs and services; achievement of institutional mission, goals, and plans; and compliance with accreditation standards that meets the following criteria:

   1a. a foundation in the institution's mission and clearly articulated institutional, unit-level, and program-level goals that encompass all programs, services, and initiatives and are appropriately integrated with one another (see Standards 1: Mission and Goals and 2: Planning, Resource Allocation, and Institutional Renewal);

   **See Topic A narrative in its entirety. See particularly the Introduction and Sections I.B, II, III.F, and IV. See also the documentary response to Standard One. For academic assessments see the Topic B narrative, especially Sections VII, IX, XI, and XIV.**

   1b. systematic, sustained, and thorough use of multiple qualitative and/or quantitative measures that:

      i. maximize the use of existing data and information;
      ii. clearly and purposefully relate to the goals they are assessing;
      iii. are of sufficient quality that results can be used with confidence to inform decisions;

   **See Sections II.A and IV of the Topic A narrative. See in particular the Institutional Assessment and Data Analysis discussion in Section IV.C. See also the Theme B narrative, especially Sections IX and XIV.**

   1c. support and collaboration of faculty and administration;

   **See Section III of the Topic A narrative. In particular, see Sections III.F and III.G. See also the Theme B narrative, especially Sections VII and XIV.**

   1d. clear realistic guidelines and a timetable, supported by appropriate investment of institutional resources;
1e. sufficient simplicity, practicality, detail, and ownership to be sustainable;

1f. periodic evaluation of the effectiveness and comprehensiveness of the institution's assessment process;

** See the Topics A and B narratives, in their entirety.

2. evidence that assessment results are shared and discussed with appropriate constituents and used in institutional planning, resource allocation, and renewal (see Standard 2: Planning, Resource Allocation, and Institutional Renewal) to improve and gain efficiencies in programs, services and processes, including activities specific to the institution's mission (e.g., service, outreach, research); and

** See the Topics A and B narratives, in their entirety.

3. written institutional (strategic) plan(s) that reflect(s) consideration of assessment results.

** See the Topic A narrative, Section IB and Appendices 1 for a discussion of the current Strategic Plan and the process being put into place for the creation of a successor Plan. See the documentation response to Standard One for a more thorough discussion of the current Strategic Plan.

Institutions and evaluators must consider the totality that is created by the fundamental elements and any other relevant institutional information or analysis. Fundamental elements and contextual statements should not be applied separately as checklists. Where an institution does not possess or demonstrate evidence of a particular Fundamental Element, the institution may demonstrate through alternative information and analysis that it meets the standard.
Standard 8.  

Student Admissions

Covered Entirely Through Documentation
See Roadmap to Documentation for Standard Eight


Standard 9.  

Student Support Services

Covered Entirely Through Documentation
See Roadmap to Documentation for Standard Nine

Standard 10.  Faculty

The institution’s instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Relative to this standard, an accredited institution is characterized by:

1. faculty and other professionals appropriately prepared and qualified for the positions they hold, with roles and responsibilities clearly defined, and sufficiently numerous to fulfill those roles appropriately;

* See Topic B narrative, Section V.B and appendices B-5, B-17. The qualifications of our faculty as scholars is evidenced by their greatly increased scholarly activity (Section V.A1) and the awards and recognition that they continue to receive (Section V.A2). The size and roles of the faculty are also considered in Section V.C.

2. educational curricula designed, maintained, and updated by faculty and other professionals who are academically prepared and qualified;

Covered through documentation. See Roadmap to Documentation for Standard Ten.


3. faculty and other professionals, including teaching assistants, who demonstrate excellence in teaching and other activities, and who demonstrate continued professional growth;

* See Topic B narrative, Section V.B.

4. demonstrated institutional support for the advancement and development of faculty;

* See Topic B narrative, Section V., and especially Section V.C. Some of the outcomes of these efforts, in relationship to strategic planning, are described in Topic A, Section II.B (and especially initiatives 2 and 4).

5. recognition of appropriate linkages among scholarship, teaching, student learning, research, and service;

* See Topic B narrative, Sections V.A, VI, and X.B. This is also integral to the many parts of the general Topic B narrative in discussions of faculty roles in education. Linkages to research are also discussed, for example, in Appendices B-61 and B-63.
The following Essential Elements are covered through documentation. See Roadmap to Documentation for Standard Ten.


6. published and implemented standards and procedures for all faculty and other professionals, for actions such as appointment, promotion, tenure, grievance, discipline and dismissal, based on principles of fairness with due regard for the rights of all persons;

7. carefully articulated, equitable, and implemented procedures and criteria for review of all individuals who have responsibility for the educational program of the institution;

8. criteria for the appointment, supervision, and review of teaching effectiveness for part-time, adjunct, and other faculty consistent with those for full-time faculty; and

9. adherence to principles of academic freedom, within the context of institutional mission.
Standard 11. EDUCATIONAL OFFERINGS

The Institution’s educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The Institution identifies student learning goals and objectives, including knowledge and skills for its educational offerings.

Fundamental Elements of Educational Offerings

Relative to this standard, an accredited institution, whatever its mission, is characterized by the elements listed below. These elements also apply to all other educational activities addressed in Standard 13:

1. educational offerings congruent with its mission, which include appropriate areas of academic study of sufficient content, breadth and length, and conducted at levels of rigor appropriate to the programs or degrees offered;

This element is covered in the Topic B narrative especially in sections VI-XI that address undergraduate and graduate education. Section IXA addresses the approval and review processes and policies.

2. formal undergraduate, graduate, and/or professional programs – leading to a degree or other recognized higher education credential – designed to foster a coherent student learning experience and to promote synthesis of learning;

This element is covered throughout the Topic B narrative.

3. program goals that are stated in terms of student learning outcomes;

This element is covered in the Topic B narrative, especially section XIV.

4. periodic evaluation of the effectiveness of any curricular, co-curricular, and extra-curricular experiences it provides its students and utilization of evaluation results as a basis for improving its student development program and for enabling students to understand their own educational progress;

This element is covered in the topic B narrative, especially Sections IXA and IV.

5. learning resources, facilities, instructional equipment, library services, and professional library staff adequate to support the institution’s educational programs;

This element is addressed in the Topic B narrative, Sections IXD 1-2.

6. collaboration between professional library staff and faculty in teaching and fostering information literacy skills relevant to the curriculum;

This element is addressed in the Topic B narrative, Sections IXD 1-2.
7. programs that promote student use of information and learning resources;

This element is addressed in the Topic B narrative, Sections IXD 1-2.

8. provision of comparable quality of teaching/instruction, academic rigor, and educational effectiveness of its courses and programs regardless of the location or delivery mode;

This element is also addressed in the Topic B narrative Section XIII.

9. published and implemented transfer policies and procedures regarding transfer credit. The acceptance or denial of transfer credit will not be determined exclusively on the basis of the accreditation of sending institution or the mode of delivery but, rather, will consider courses equivalencies, including expected learning outcomes, with those of the receiving institution’s curricula and standards. Such criteria will be fair, consistently applied, and publicly communicated;

This element is covered in the Topic B narrative Section IXC2.

10. consistent with the institution’s educational programs and students cohorts, practices and policies that reflect the needs of adult learners;

This element is covered in the Topic B narrative Section IXC2.

11. course syllabi that incorporate expected learning outcomes;

This element is addressed in the Topic B narrative Section XIV.

12. assessment of student learning and program outcomes relative to the goals and objectives of the undergraduate programs and the use of the results to improve student learning and program effectiveness (see Standard 14: Assessment of Student Learning).

This element is addressed in the Topic B narrative Section XIV.

Additional Elements for Graduate and Professional Education:

13. graduate curricula providing for the development of research and independent thinking which studies at the advanced level presuppose;

This element is addressed in the Topic B narrative, especially Section X. Our graduate programs are vetted thoroughly during unit and program reviews (see element 4) with visits by external reviewers in the fields.

14. assessment of student learning and program outcomes relative to the goals and objectives of the graduate programs (including professional and technical skills, professional examinations and professional placement where applicable) and the use of the results to improve student learning and program effectiveness (see Standard 14: Assessment of Student Learning).

This element is addressed in the Topic B narrative, Section XIV.
Standard 12. General Education

The institution’s curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

Fundamental Elements of General Education

An accredited institution offering undergraduate degrees and some graduate institutions are expected to possess or demonstrate the following attributes or activities:

1. a program of general education of sufficient scope to enhance students’ intellectual growth, and equivalent to at least 15 semester hours for associate degree programs and 30 semester hours for baccalaureate programs; (An institution also may demonstrate how an alternative approach fulfills the intent of this fundamental element.)

   This element is addressed in the Topic B narrative Section VII A.

2. a program of general education where the skills and abilities developed in general education are applied in the major or concentration;

   This element is addressed in the Topic B narrative Section VII A.

3. consistent with institutional mission, a program of general education that incorporates study of values, ethics, and diverse perspectives;

   This element is covered in the Topic B narrative Section VII A.

4. institutional requirements assuring that, upon degree completion, students are proficient in oral and written communication, scientific and quantitative reasoning, and technological competency appropriate to the discipline;

   This element is addressed in the Topic B narrative Sections VII A and XIV D1.

5. general education requirements clearly and accurately described in official publications of the institution; and

   This element is covered in the Topic B narrative Section VII A.

6. assessment of general education outcomes within the institution’s overall plan for assessing student learning, and evidence that such assessment results are utilized for curricular improvement.

   This element is addressed in the Topic B narrative Section VII D.
Standard 13 Related Educational Activities

The institution’s programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

A. Basic Skills

Under prepared students may benefit from basic skills or developmental courses provided by an institution as part of its educational offerings. When offered, such pre-college level courses, taken prior to or concurrent with enrollment in degree credit courses, can prepare the student for success in achieving his or her educational goals.

Fundamental Elements of Basic Skills

An accredited institution is expected to possess or demonstrate the following attributes or activities:

The Basic Skills elements are all covered in Topic B sections VIF 1, 2 and 3.

1. systematic procedures for identifying students who are not fully prepared for college level study;

2. provision of or referral to relevant courses and support services for admitted under-prepared students; and

3. remedial or pre-collegiate level courses that do not carry academic degree credit.

B. Certificate Programs

Certificate programs are non-degree credentials at the pre-baccalaureate, post-baccalaureate, post-masters or post-doctoral level, granted upon completion of a coherent, sequential program of study, usually for credit. Such programs and the courses included within them should follow the institution’s usual development, approval, review, and assessment processes; should include articulated expected student knowledge, skills, and competency levels,

Fundamental Elements of Certificate Programs

An accredited institution is expected to possess or demonstrate the following attributes or activities:

These elements are all addressed in Topic B section XIV on the assessment of student learning and in VIII on undergraduate interdisciplinary programs. For the purposes of this self-study, certificates are academic awards recognized by MHEC that follow specific program design and approval processes to ensure academic quality and oversight.

http://www.provost.umd.edu/PCC_DOCUMENTS/DesignIX_Certificates.htm
1. certificate programs, consistent with institutional mission, that have clearly articulated program goals, objectives and expectations of student learning and that are designed, approved, administered, and periodically evaluated under established institutional procedures;

2. published program objectives, requirements, and curricular sequence;

3. program learning goals consistent with national criteria, as appropriate;

4. available and effective student support services; and

5. if courses completed within a certificate program are applicable to a degree program offered by the institution, academic oversight assures the comparability and appropriate transferability of such courses.

C. Experiential Learning

Experiential learning generally refers to knowledge or skills obtained outside of a higher education institution. Recognition of college-level experiential learning, which is derived from work, structured internships, or other life experience, may facilitate a student’s progress without compromising an institution’s integrity or the quality of its degrees. An institution’s policies and procedures should provide appropriate consideration, consistent with good educational practice, for the individual student who has gained college level learning from other sources. However, procedures to assess learning for the award of academic credit (especially where such credit is part of an accelerated degree program) should define college-level learning and state clearly what credit is awarded for demonstrated learning, and not merely for experience.

**Fundamental Elements of Experiential Learning**

An accredited institution is expected to possess or demonstrate the following attributes or activities:

The fundamental elements of Experiential Learning are all addressed in the narrative of Topic B Section VI D.

1. credit awarded for experiential learning that is supported by evidence in the form of an evaluation of the level, quality and quantity of that learning;

2. published and implemented policies and procedures defining the methods by which prior learning can be evaluated and the level and amount of credit available by evaluation;

3. published and implemented policies and procedures regarding the award of credit for prior learning that define the acceptance of such credit based on the institution’s curricula and standards;
4. Published and implemented procedures regarding the recording of evaluated prior learning by the awarding institution;

5. Credit awarded appropriate to the subject and the degree context into which it is accepted; and

6. Evaluators of experiential learning who are knowledgeable about the subject matter and about the institution’s criteria for the granting of college credit.

D. Non-credit Offerings

Non-credit offerings may be offered on-site and through distance learning modalities. To the extent that these offerings are an important part of an institution’s activities, they should be consistent with its mission and goals. Whether these offerings are internally or externally developed, appropriately qualified professionals with responsibility to the institution should have oversight for the design, delivery, and evaluation of such offerings. If non-credit courses are potentially applicable to for-credit programs at the institution, academic oversight should assure the comparability and appropriate transferability of such courses.

Fundamental Elements of Non-credit Offerings

An accredited institution is expected to possess or demonstrate the following attributes or activities:

Continuing Education (non-credit offerings) is covered in the Topic B narrative, Section XIII.

1. Non-credit offerings consistent with institutional mission and goals;

2. Clearly articulated program or course goals, objectives, and expectations of student learning that are designed, approved, administered, and periodically evaluated under established institutional procedures;

3. Academic oversight assures the comparability and appropriate transferability of such courses, if courses completed within a non-credit or certificate program are applicable to a degree program offered by the institution; and

4. Periodic assessment of the impact of non-credit programs on the institution’s resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals.

E. Branch Campuses, Additional Locations, and Other Instructional Sites

Fundamental Elements of Branches, Additional Locations, and Other Instructional Sites
An accredited institution is expected to possess or demonstrate the following attributes or activities:

The following elements are addressed in the narrative of Topic B, especially in Section XIV on the UM programs at the Universities at Shady Grove and in China (BMGT and CCJS) as well as in Section VIB.

1. offerings at branch campuses, additional locations, and other instructional sites (including study abroad locations and programs offered at business/corporate sites) that meet standards for quality of instruction, academic rigor, and educational effectiveness comparable to those of other institutional offerings;

2. activities and offerings at other locations meet all appropriate standards, including those related to learning outcomes;

3. adequate and appropriate support services; and

4. periodic assessment of the impact of branch campuses, additional locations, and other instructional sites on the institution’s resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals.

F. Distance or Distributed Learning

Fundamental Elements of Distance or Distributed Learning

An accredited institution is expected to possess or demonstrate the following attributes or activities:

These elements are covered in the Topic B narrative Section XII.

1. distance learning offerings (including those offered via accelerated or self-paced time formats) that meet institution-wide standards for quality of instruction, articulated expectations of student learning, academic rigor, and educational effectiveness. If the institution provides parallel on-site offerings, the same institution-wide standards should apply to both;

2. consistency of the offerings via distance learning with the institution’s mission and goals, and the rationale for the distance learning delivery;

3. planning that includes consideration of applicable legal and regulatory requirements;

4. demonstrated program coherence, including stated program learning outcomes appropriate to the rigor and breadth of the degree or certificate
awarded;

5. demonstrated commitment to continuation of offerings for a period sufficient to enable admitted students to complete the degree or certificate in a publicized time frame;

6. assurance that arrangements with consortial partners or contractors do not compromise the integrity of the institution or of the educational offerings;

7. validation by faculty of any course materials or technology-based resources developed outside the institution;

8. available, accessible, and adequate learning resources (such as a library or other information resources) appropriate to the offerings at a distance;

9. an ongoing program of appropriate orientation, training, and support for faculty participating in electronically delivered offerings;

10. adequate technical and physical plant facilities, including appropriate staffing and technical assistance, to support electronic offerings; and

11. periodic assessment of the impact of distance learning on the institution’s resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals.

G. Contractual Relationships And Affiliated Providers

Fundamental Elements of Contractual Relationships and Affiliated Providers

An accredited institution is expected to possess or demonstrate the following attributes or activities:

1. contractual relationships with affiliated providers, other institutions, or organizations that protect the accredited institution’s integrity and assure that the institution has appropriate oversight of and responsibility for all activities carried out in the institution’s name or on its behalf;

2. consistency of any course or program offered via contractual arrangement with the institution’s mission and goals; and

3. adequate and appropriate accredited institutional review and approval of work performed by a contracted party in such functional areas as admissions criteria, appointment of faculty, content of courses/programs, instructional support resources (including library/information resources), evaluation of student work, and outcomes assessment.
Standard 14. Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution’s students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

**Fundamental Elements of Assessment of Student Learning**

An accredited institution is expected to possess or demonstrate the following attributes or activities.

All of the following elements are addressed in the narrative of Topic B sections XV (institution, programmatic, courses) and VII D (General Education).

1. Clearly articulated statements of expected student learning outcomes (see Standard 11: Educational Offerings), at all levels (institution, degree/program, course) and for all programs that aim to foster student learning and development, that are:
   a. Appropriately integrated with one another;
   b. Consonant with the institution’s mission; and
   c. Consonant with the standards of higher education and of the relevant disciplines;

2. A documented, organized, and sustained assessment process to evaluate and improve student learning that meets the following criteria:
   a. Systematic, sustained, and thorough use of multiple qualitative and/or quantitative measures that:
   b. Maximize the use of existing data and information;
   c. Clearly and purposefully relate to the goals they are assessing;
   d. Are of sufficient quality that results can be used with confidence to inform decisions; and
   e. Include direct evidence of student learning;
   f. Support and collaboration of faculty and administration;
   g. Clear, realistic guidelines and timetable, supported by appropriate investment of institutional resources;
   h. Sufficient simplicity, practicality, detail, and ownership to be sustainable; and
   i. Periodic evaluation of the effectiveness and comprehensiveness of the institution’s student learning assessment processes;

3. Assessment results that provide sufficient, convincing evidence that students are achieving key institutional and program learning outcomes;

4. Evidence that student learning assessment information is shared and discussed with appropriate constituents and is used to improve teaching and learning; and

5. Documented use of student learning assessment information as part of institutional assessment.