# NWCCU Resources for Vice President Orientation on Accreditation

## Standards, Eligibility Requirements, and NWCCU Policies

[NWCCU Standards for Accreditation](https://nwccu.org/standards/): The Standards that NWCCU Member Institutions agree to meet and address to secure and keep institutional accreditation with NWCCU.

[NWCCU Eligibility Requirements](https://nwccu.org/eligibility-requirements/): Requirements institutions must meet for applicant, candidate, and member institution status.

[NWCCU Policies](https://nwccu.org/policies/): Policies that establish and guide Commission and Institutional responsibilities and actions.

## Institutional Resources

[Institutional Directory](https://nwccu.org/institution-forms-and-guidelines/): A repository of information for each member institution, including institution type, accreditation status, sanctions, last visit date, and next report date.

[Peer Institutions and Benchmarking FAQ](https://nwccu.app.box.com/s/no9vgipcous7tblt4ox0kcvdqs25oywi): Guidelines for the selection of regional and national peers and associated benchmarking practices as identified in NWCCU Standards.

[PRFR Template](https://nwccu.app.box.com/s/pmyxomyrl5uh3yu584gdnd5bq9088e55): The list of policies and procedures required for all criteria in Standard 2 and reviewed as part of the Year 6 Policies, Regulation, and Finances Review process.

[NWCCU Distance Education Policy Verification Notice](https://nwccu.app.box.com/s/mtvtwjtu4o18vhz2gnuwr8bnt1gngmsb): A memo sent to institutions regarding a required addendum to Year 7 Evaluation of Institutional Effectiveness reports for institutions authorized to offer distance education.

## Student Services Related Standards

**1.B.1** *The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services*. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

**1.C.6** Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

**1.C.7** *The institution uses the results of its assessment efforts to inform academic and learning-support planning* and practices to continuously improve student learning outcomes.

**1.C.8** *Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality.* In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

**1.D.1** *Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.*

**2.C.2** *The institution’s policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.*

**2.D.1** The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. *It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.*

**2.G.1**Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, *the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.*

**2.G.4** The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. *Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.*

**2.G.5** *Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution’s loan default rate on its website.*

**2.G.6** *The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.*

**2.G.7** *The institution maintains an effective identity verification process for students, including those enrolled in distance education courses and programs, to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.*