

Northwest Commission on Colleges and Universities (NWCCU) New Seven-Year Timeline

The following table represents the *revised* seven-year accreditation timeline of the Standards and Eligibility Requirements as stated by the Northwest Commission on Colleges and Universities (NWCCU). The seven-year cycle is implemented January of 2011, and includes five (5) Standards, and twenty-four (24) Eligibility Requirements.

Year	Report	Visit?	Standard(s)	Eligibility Requirements (ER)
2010				
2011	Year One Report	No	<p>Standard 1: (<i>Mission, Core Themes, and Expectations</i>)</p> <ul style="list-style-type: none"> Examines institutional purpose and intentions. It requires a clear statement of institutional mission, articulation of mission fulfillment, and identification of core themes within that mission. It also requires a delineation of core theme objectives, each with assessable indicators of achievement and rationale for the selection of those indicators. 	<p>ER 1: <i>Operational Status</i></p> <ul style="list-style-type: none"> The institution has completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of the Commission accepting a candidate's Application for Candidacy. The institution has graduated at least one class in its principal educational programs(s) before the Commission's evaluation for initial accreditation. <p>ER 2: <i>Authority</i></p> <ul style="list-style-type: none"> The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates. <p>ER 3: <i>Mission and Core Themes</i></p> <ul style="list-style-type: none"> The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.
2012				
2013	Year Three Report and Visit	Yes	<p>Standard 1: (<i>Mission, Core Themes, and Expectations</i>) *Review and Update*</p> <p>Standard 2: (<i>Resources and Capacity</i>)</p>	<p>ER 4: <i>Operational Focus and Independence</i></p> <ul style="list-style-type: none"> The institution is concerned predominantly with higher education in the operation of its programs and services. The institution has sufficient organizational and

		<ul style="list-style-type: none"> Assesses institutional inputs. It requires an evaluation of major institutional functions, resources, and infrastructure to enable a determination of the institution's <i>potential</i> to succeed in fulfilling its mission. 	<p>operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.</p> <p>ER 5: <i>Nondiscrimination</i></p> <ul style="list-style-type: none"> The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission and core themes. <p>ER 5: <i>Institutional Integrity</i></p> <ul style="list-style-type: none"> The institution establishes and adheres to ethical standards in all of its operations and relationships. <p>ER 7: <i>Governing Board</i></p> <ul style="list-style-type: none"> The institution has a functioning governing board responsible for the quality and integrity of the institution for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution. <p>ER 8: <i>Chief Executive Officer</i></p> <ul style="list-style-type: none"> The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board. <p>ER 9: <i>Administration</i></p> <ul style="list-style-type: none"> In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes. <p>ER 10: <i>Faculty</i></p> <ul style="list-style-type: none"> Consistent with its mission and core themes, the institution employs and regularly evaluates the
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2014	Year Five Report	No	<p>Standard 1: (<i>Mission, Core Themes, and Expectations</i>) <i>*Review and Update*</i></p> <p>Standard 2: (<i>Resources and Capacity</i>) <i>*Review and Update*</i></p> <p>Standard 3: (<i>Planning and Implementation</i>)</p> <ul style="list-style-type: none"> Evaluates planning for the institution as a whole as well as planning to achieve the objectives of its core themes. <p>Standard 4: (<i>Effectiveness and Improvement</i>)</p> <ul style="list-style-type: none"> Evaluates the results of the institution's efforts. It assesses achievement of core theme objectives and achievement of goals or 	<p>ER 22: <i>Student Achievement</i></p> <ul style="list-style-type: none"> The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes. <p>ER 23: <i>Institutional Effectiveness</i></p> <ul style="list-style-type: none"> The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results of its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

			<p>outcomes of programs and services. It also evaluates the institution's use of assessment results for improvement.</p>	
2015				
2016	Year Seven Report and Visit	Yes	<p>Standard 1: (Mission, Core Themes, and Expectations) *Review and Update*</p> <p>Standard 2: (Resources and Capacity) *Review and Update*</p> <p>Standard 3: (Planning and Implementation) *Review and Update*</p> <p>Standard 4: (Effectiveness and Improvement) *Review and Update*</p> <p>Standard 5: (Mission Fulfillment, Adaptation, and Sustainability)</p> <ul style="list-style-type: none"> Evaluates fulfillment of institutional mission in light of the institution's own expectations (see Standard One). It assesses the institution's capacity to monitor its environment and its ability to forecast and adapt to patterns, trends, and circumstances with the potential to influence institutional viability and sustainability. 	<p>ER 24: Scale and Sustainability</p> <ul style="list-style-type: none"> The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.
2017	Year One Report			