

Assessment			Diversity			Spaces		Assessment			Diversity		Spaces		Standard 4: Creating an Organization Committed to Learning and Improvement
RQ1	RQ2	RQ3	RQ4	RQ5	RQ6	RQ7	RQ8	RQ9	RQ10	RQ11	RQ12	RQ13	RQ14	RQ15	Strategic Thinking and Planning
		✓								✓					4.1 The institution periodically engages its multiple constituencies, including faculty, in institutional reflection and planning processes which assess its strategic position; articulate priorities; examine the alignment of its purposes, core functions and resources; and define the future direction of the institution. The institution monitors the effectiveness of its plans and planning processes, and revises them as appropriate.
	✓		✓	✓		✓			✓	✓					4.2 Planning processes at the institution define and, to the extent possible, align academic, personnel, fiscal, physical, and technological needs with the strategic objectives and priorities of the institution.
	✓								✓						4.3 Planning processes are informed by appropriately defined and analyzed quantitative and qualitative data, and include consideration of evidence of educational effectiveness, including student learning.
															Commitment to learning and Improvement
✓	✓	✓						✓	✓	✓					4.4 The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection. These processes include assessing of effectiveness, tracking results over time, and using comparative data from external sources, and improving structures, processes, curricula, and pedagogy.
✓	✓	✓							✓						4.5 The institution has institutional research capacity consistent with its purposes and objectives. Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included in the institutional research function is the collection of appropriate data to support the assessment of student learning. Periodic reviews are conducted to ensure the effectiveness of the research function the suitability and usefulness of data.
✓	✓	✓						✓	✓	✓			✓	✓	4.6 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.
✓	✓	✓			✓			✓	✓	✓		✓			4.7 The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as into the conditions and practices that promote the kinds and levels of learning intended by the institution. The outcomes of such inquiries are applied to the design of curricula, the design and practice of pedagogy, and to the improvement of evaluation means and methodology.
		✓								✓			✓		4.8 Appropriate stakeholders, including alumni, employers, practitioners, and others defined by the institution, are regularly involved in the assessment of educational programs.