

**Regional Accreditation Standards: Provisions Affecting Academic Libraries
NORTH CENTRAL ASSOCIATION**

<p>ACRL, <i>Standards for Libraries in Higher Education</i> (2004)</p>	<p align="center">North Central Association of Colleges and Schools, The Higher Learning Commission, <i>Criteria for Accreditation</i> <i>(HCL Policy Book, June 2004 edition; effective January 2005)</i></p>
<p>Planning</p>	<p>“The board has adopted statements of mission, vision, values, goals, and organizational priorities that together clearly and broadly define the organization’s mission.” Criterion One A [1], p. 14.</p> <p>“The organization’s planning and budgeting priorities flow from and support the mission.” Criterion One C [3], p. 15.</p> <p>“The goals of the administrative and academic sub-units of the organization are congruent with the organization’s mission.” Criterion One C [4], p. 15.</p> <p>“The organization’s internal constituencies articulate the mission in a consistent manner.” Criterion One C [5], p. 15.</p> <p>“All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.” Criterion Two D, p. 18.</p>
<p>Assessment</p>	<p>“The organization regularly evaluates and, when appropriate, revises the mission documents.” Criterion One A [5], p. 14.</p> <p>“The organization maintains effective systems for collecting, analyzing, and using organizational information.” Criterion Two C [2], p. 17.</p> <p>“Periodic reviews of academic and administrative sub-units contribute to improvement of the organization.” Criterion Two C [4], p. 18.</p> <p>“The organization provides adequate support for its evaluation and assessment processes.” Criterion Two C [5], p. 18.</p> <p>“The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.” Criterion Three A, p. 18.</p> <p>“The organization integrates into its assessment of student learning the data reported for purposes of external accountability (e.g., graduation rates, passage rates on licensing exams, placement rates, transfer rates).” Criterion Three A [5], p. 19.</p>
<p>Outcomes Assessment</p>	<p>“The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.” Criterion Two, p. 16.</p> <p>“The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.” Criterion Two C, p. 17.</p> <p>“The organization demonstrates that its evaluation processes provide evidence that its performance meets its stated expectations for institutional effectiveness.” Criterion Two C [1], p. 17.</p> <p>“Appropriate data and feedback loops are available and used throughout the organization to support continuous improvement.” Criterion Two C [3], p. 18.</p>

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<p>Services</p>	<p>“The organization’s history of financial resource development and investment documents a forward-looking concern for ensuring educational quality (e.g., investments in faculty development, technology, learning support services, new or renovated facilities).” Criterion Two B [5], p. 17</p> <p>“The organization employs, when appropriate, new technologies that enhance effective learning environments for students.” Criterion Three C [5], p. 20.</p> <p>“The organization supports students, staff, and faculty in using technology effectively.” Criterion Three D [4], p. 20.</p> <p>“The organization provides effective staffing and support for its learning resources.” Criterion Three D [5], p. 20.</p> <p>“The organization’s evaluation of services involves the constituencies served.” Criterion Five D [1], p. 23.</p>
<p>Instruction</p>	<p>“The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.” Criterion Three, p. 18.</p> <p>“Assessment of student learning includes multiple direct and indirect measures of student learning”. Criterion Three A [3], p. 18.</p> <p>“The organization supports faculty in keeping abreast of the research on teaching and learning, and of technological advances that can positively affect student learning and the delivery of instruction.” Criterion Three B [6], p. 19.</p> <p>“The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.” Criterion Four B, p. 21.</p> <p>“The organization supports creation and use of scholarship by students in keeping with its mission.” Criterion Four C [5], p. 22.</p> <p>“The organization’s academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge.” Criterion Four D [1], p. 22.</p>
<p>Resources</p>	<p>“The organization’s resources are adequate for achievement of the educational quality it claims to provide.” Criterion Two B [1], p. 17.</p> <p>“The organization’s learning resources support student learning and effective teaching.” Criterion Three D, p. 20.</p> <p>“The organization ensures access to the resources (e.g., research laboratories, libraries, performance spaces, clinical practice sites) necessary to support learning and teaching.” Criterion Three D [1], p. 20.</p> <p>“The organization regularly assesses the effectiveness of its learning resources to support learning and teaching”. Criterion Three D [3], p. 20.</p>
<p>Access</p>	<p>“The organization ensures access to the resources (e.g., research laboratories, libraries, performance spaces, clinical practice sites) necessary to support learning and teaching.” Criterion Three D [1], p. 20.</p> <p>“The organization evaluates the use of its learning resources to enhance student learning and effective teaching.” Criterion Three D [2], p. 20.</p>

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Staff	<p>“The organization uses its human resources effectively.” Criterion Two B [3], p. 17.</p> <p>“The organization intentionally develops its human resources to meet future changes.” Criterion Two B [4], p. 17.</p> <p>“The organization supports professional development designed to facilitate teaching suited to varied learning environments.” Criterion Three B [2], p. 19.</p> <p>“Faculty members actively participate in professional organizations relevant to the disciplines they teach.” Criterion Three B [7], p. 19.</p> <p>“The organization provides effective staffing and support for its learning resources.” Criterion Three D [5], p. 20.</p> <p>“The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.” Criterion Four, p. 20.</p> <p>“The organization supports professional development opportunities and makes them available to all of its administrators, faculty, and staff.” Criterion Four A [3], p. 21.</p>
Facilities	<p>“The organization’s history of financial resource development and investment documents a forward-looking concern for ensuring educational quality (e.g., investments in faculty development, technology, learning support services, new or renovated facilities).” Criterion Two B [5], p. 17.</p> <p>“The organization creates effective learning environments.” Criterion Three C, p. 19.</p> <p>“The organization’s resources—physical, financial, and human—support effective programs of engagement and service.” Criterion Five B [4], p. 23.</p> <p>“The organization’s facilities are available to and used by the community.” Criterion Five D [5], p. 24.</p>
Communication & Cooperation	<p>“Effective communication facilitates governance processes and activities.” Criterion One C [6], p. 16.</p> <p>“The organization’s systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness.” Criterion Three D [6], p. 20.</p> <p>“The organization’s structures and processes enable effective connections with its communities.” Criterion Five B [1], p. 23.</p>
Administration	<p>“The distribution of responsibilities as defined in governance structures, processes, and activities is understood and is implemented through delegated authority.” Criterion One D [3], p. 15.</p> <p>“People within the governance and administrative structures are committed to the mission and appropriately qualified to carry out their defined responsibilities.” Criterion One D [4], p. 15.</p> <p>“Faculty and administrators routinely review the effectiveness and uses of the organization’s program to assess student learning.” Criterion Three A [8], p. 19.</p>
Budget	<p>“The organization’s planning and budgeting priorities flow from and support the mission.” Criterion One C [3], p. 15</p> <p>“The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.” Criterion Two B, p. 17.</p> <p>“The organization’s resources are adequate for achievement of the educational quality it claims to provide.” Criterion Two B [1], p. 17.</p> <p>“Planning processes link with budgeting processes.” Criterion Two D [2], p. 18.</p>