
HLC Criteria Index

HLC Criterion One: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, students.

Core Component 1a. The organization's mission documents are clear and articulate publicly the organization's commitments.

- The board has adopted statements of mission, vision, values, goals, and organizational priorities that together clearly and broadly define the organization's mission. [[Overview Intro](#); [Overview Item 5](#); [Overview Item 6](#); [5P1](#); [5P2](#); [8P1-8P5](#)]
- The mission, vision, values, and goals documents define the varied internal and external constituencies the organization intends to serve. [[Overview Intro](#); [Strategic Plan](#); [Overview Item 6](#); [2P2](#)]
- The mission documents include a strong commitment to high academic standards that sustain and advance excellence in higher learning. [[Overview Intro](#); [Overview Item 1](#); [1P1](#); [1P2](#); [1P3](#); [1P4](#); [1P5](#); [3P1](#)]
- The mission documents state goals for the learning to be achieved by its students. [[Overview Intro](#)]
- The organization regularly evaluates and, when appropriate, revises the mission documents. [[Overview Intro](#); [Overview Item 5](#); [5P1](#); [5P2](#); [5P3](#)]
- The organization makes the mission documents available to the public, particularly to prospective and enrolled students. [[Overview Item 6](#); [1P6](#)]

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- In its mission documents, the organization addresses diversity within the community values and common purposes it considers fundamental to its mission. [[Overview Intro](#); [Overview Item 6](#); [2P2](#)]
- The mission documents present the organization's function in a multicultural society. [[Overview Intro](#); [Core Values in Strategic Plan](#)]
- The mission documents affirm the organization's commitment to honor the dignity and worth of individuals. [[Overview Intro](#); [Core Values in Strategic Plan](#); [4P1](#); [4P2](#); [4P4](#)]
- The organization's required codes of belief or expected behavior are congruent with its mission. [[Overview Intro](#); [1P1](#); [4P4](#); [4P7](#); [Strategic Plan Goal 1 and 2](#)]
- The mission documents provide a basis for the organization's basic strategies to address diversity. [[Overview Intro](#); [Strategic Plan](#); [3P1](#); [3P2](#); [3P3](#)]

Core Component 1c. Understanding of and support for the mission pervade the organization.

- The board, administration, faculty, staff, and students understand and support the organization's mission. [[Overview Item 5](#); [5P1](#); [5P8](#); [5R2](#); [8P1-8P5](#)]
- The organization's strategic decisions are mission-driven. [[Overview Item 5](#); [5P2](#); [5P4](#)]
- The organization's planning and budgeting priorities flow from and support the mission. [[Overview Item 5](#); [Overview Item 6](#); [5P2](#); [8P6](#)]
- The goals of the administrative and academic subunits of the organization are congruent with the organization's mission. [[Overview Item 5](#); [Overview Item 6](#); [8P1-8P5](#)]
- The organization's internal constituencies articulate the mission in a consistent manner. [[4P10](#); [5P1](#); [5P4](#); [5P7](#)]

Core Component 1d. The organization's governance and administrative structures promote effective leadership and support collaborative process that enable the organization to fulfill its mission.

- Board policies and practices document the board's focus on the organization's mission. [5P7]
- The board enables the organization's chief administrative personnel to exercise effective leadership. [Overview Item 5; 5P5; 5P7]
- The distribution of responsibilities as defined in governance structures, processes, and activities is understood and is implemented through delegated authority. [5P2; 5P5; 5P7; Organizational Chart; 5P9]
- People within the governance and administrative structures are committed to the mission and appropriately qualified to carry out their defined responsibilities. [4P1; 4P2; 4P3; 5P7; Organizational Chart]
- Faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic processes. [Overview Item 1; 1P2; 1P3; 1P4]
- Effective communication facilitates governance processes and activities. [3P6; 5P2; 5P4; 5P5; 5P7; 5P8]
- The organization evaluates its structures and processes regularly and strengthens them as needed. [5R1; 5R2; 5I2; 6R1; 6R4; 6I1; 7I2]

Core Component 1e. The organization upholds and protects its integrity.

- The activities of the organization are congruent with its mission. [Overview Item 2; 8P1-8P5]
- The board exercises its responsibility to the public to ensure that the organization operates legally, responsibly, and with fiscal honesty. [Overview Intro; Overview Item 4; 1P3; 5P7; 8P6]
- The organization understands and abides by local, state, and federal laws and regulations applicable to it (or bylaws and regulations established by federally recognized sovereign entities). [Overview Intro; 1P1; 1P10; 1P13; 4P11; 8P6; 8R4; 9P4]
- The organization consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituencies. [1P6; 3P6; 3I1; 4P4; 4P7; 4P10; 4P13]
- The organization's structures and processes allow it to ensure the integrity of its cocurricular and auxiliary activities. [1P16; 2P1; 2P2; 2P3; 2P4]
- The organization deals fairly with its external constituents. [3P1; 3P3; 3P4; 3P6; 9P6]
- The organization presents itself accurately and honestly to the public. [Overview Item 6; 9P5; 9R2]
- The organization documents timely response to complaints and grievances, particularly those of students. [3P6]

HLC Criterion Two: Preparing for the Future

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

- The organization's planning documents reflect a sound understanding of the organization's current capacity. [Overview Item 8; Overview Item 9; 8P6; Strategic Plan Trends]
- The organization's planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization. [Overview Item 8; 1P12; 1P13; 2P2; Strategic Plan Trends]
- The organization's planning documents show careful attention to the organization's function in a multicultural society. [Strategic Plan Core Values; Strategic Plan Goal 1; Strategic Plan Goal 5]

- The organization's planning processes include effective environmental scanning. [[8P7](#); [Strategic Plan Trends](#); [Strategic Plan Goal 5](#)]
- The organizational environment is supportive of innovation and change. [[1P3](#); [1P4](#); [1P13](#); [1P14](#); [6P5](#); 8I2; [Strategic Plan Goal 3](#)]
- The organization incorporates in its planning those aspects of its history and heritage that it wishes to preserve and continue. [[Overview Intro](#); [4P4](#); [Strategic Plan Values](#)]
- The organization clearly identifies authority for decision making about organizational goals. [[5P5](#); [5P6](#); [5P7](#); [6P4](#)]

Core Component 2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- The organization's resources are adequate for achievement of the educational quality it claims to provide. [[Overview Item 8](#); [6R1](#); [7R1](#); [8P6](#)]
- Plans for resource development and allocation document an organizational commitment to supporting and strengthening the quality of the education it provides. [[7R1](#); [8P6](#); [Strategic Plan Goal 3](#); [Strategic Plan Goal 5](#)]
- The organization uses its human resources effectively. [[Overview Item 4](#); [4P6](#); [4P8](#); [4P9](#)]
- The organization intentionally develops its human resources to meet future changes. [[Overview Item 4](#); [4P6](#); [4P8](#); [4P9](#)]
- 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). [[Overview Item 6](#); [1P15](#); [3P2](#); [4P4](#); [4P6](#); [4P8](#); [4P9](#); [6R4](#); [6I1](#)]
- The organization's planning processes are flexible enough to respond to unanticipated needs for program reallocation, downsizing, or growth. [[Overview Item 3](#); [1P13](#); [1P14](#); [3P3](#); [8P1-8P5](#); [8P8](#)]
- The organization has a history of achieving its planning goals. [[Overview Intro](#); [7R1](#); [7R2](#)]

Core Component 2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- The organization demonstrates that its evaluation processes provide evidence that its performance meets its stated expectations for institutional effectiveness. [[1P5](#); [1P8](#); [1P11](#); [1R1](#); [1R2](#); [7R1](#)]
- The organization maintains effective systems for collecting, analyzing, and using organizational information. [[Overview Item 7](#); [7P4](#); [7R1](#); [7R2](#)]
- Appropriate data and feedback loops are available and used throughout the organization to support continuous improvement. [[7P1](#); [7P4](#); [8P1-8P5](#)]
- Periodic reviews of academic and administrative subunits contribute to improvement of the organization. [[8P1-8P5](#); [8I1](#)]
- The organization provides adequate support for its evaluation and assessment processes. [[1P1](#); [1P2](#); [1R1](#)]

Core Component 2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

- Coordinated planning processes center on the mission documents that define vision, values, goals, and strategic priorities for the organization. [[7P2](#); [8P1-8P5](#)]
- Planning processes link with budgeting processes. [[5P2](#); [7P6](#); [7R1](#)]
- Implementation of the organization's planning is evident in its operations. [[Overview Item 5](#); [8I1](#)]
- Long-range strategic planning processes allow for reprioritization of goals when necessary because of changing environments. [[5P8](#); [7P2](#)]

- Planning documents give evidence of the organization's awareness of the relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which the organization and its students exist. [**Strategic Plan**]
- Planning processes involve internal constituents and, where appropriate, external constituents. [**Overview Item 5; 5P1**]

HLC Criterion Three: Student Learning & Effective Teaching

The organization provides evidence of student and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Component 3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- The organization clearly differentiates its learning goals for undergraduate, graduate, and post-baccalaureate programs by identifying the expected learning outcomes for each. [**Overview Item 1; 1P1; 1P2; 1P3; 1P5; Strategic Plan Goal 1-2 a**]
- Assessment of student learning provides evidence at multiple levels: course, program, and institutional. [**Overview Item 7; 1P1; 7P4; 7R1; 7R2; 7I1, Strategic Plan Goal 1-2 b**]
- Assessment of student learning includes multiple direct and indirect measures of student learning. [**Overview Item 7; 1P1, 1R1, 1R2, 1R3, 1R4, Strategic Plan Goal 1-2 a, b, c**]
- Results obtained through assessment of student learning are available to appropriate constituencies, including students themselves. [**3P1; 6R3, 6R4, 7I1**]
- 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). [**1R3; 1R4; 1R6; 7R1; 7R2**]
- The organization's assessment of student learning extends to all educational offerings, including credit and noncredit certificate programs. [**1R4; 3R2; 3R4; 3R5**]
- Faculty are involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved. [**1P11; 1P18; 1R1; 7R1**]
- Faculty and administrators routinely review the effectiveness and uses of the organization's program to assess student learning. [**Overview Item 7; 1P1; 7R1; 7I1**]

Core Component 3b. The organization values and supports effective teaching.

- Qualified faculty determine curricular content and strategies for instruction. [**1P2; 1P3**]
- The organization supports professional development designed to facilitate teaching suited to varied learning environments. [**1P3, 4P8, 4P9**]
- The organization evaluates teaching and recognizes effective teaching. [**1P11; 1R1; 4P1; 4P10; 4P11**]
- The organization provides services to support improved pedagogies. [**1P12; 1P13; 1P15; 6R1**]
- The organization demonstrates openness to innovative practices that enhance learning. [**1P12; 1P13; 1P16; 1I1**]
- 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. [**Overview Item 6; 1P12; 4P8; 4P9; 6R1**]
- Faculty members actively participate in professional organizations relevant to the disciplines they teach. [**4P9; 9P5**]

Core Component 3c. The organization creates effective learning environments.

- Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services. [**1R1; 1R5; 1R6; 1I1; 6R1**]

- The organization provides an environment that supports all learners and respects the diversity they bring. [**Strategic Plan Core Values; Strategic Plan Goal 1-3 a; 3P1; 3P2**]
- Advising systems focus on student learning, including the mastery of skills required for academic success. [**1P7; 3P1; 3R2; 5P4; 6P1**]
- Student development programs support learning throughout the student's experience regardless of the location of the student. [**Overview Item 1; 1P7; 1P15; 3P1; 3P2; 3I1**]
- The organization employs, when appropriate, new technologies that enhance effective learning environments for students. [**Overview Item 1; Overview Item 6; Strategic Goal 3-3 d; 1P12; 1P15**]
- The organization's systems of quality assurance include regular review of whether its educational strategies, activities, processes, and technologies enhance student learning. [**Overview Item 7; 1R1; 1R5; 7R1; 7R2; Strategic Plan Goal 3**]

Core Component 3d. The organization's learning resources support student learning and effective teaching.

- The organization ensures access to the resources (e.g., research laboratories, libraries, performance spaces, clinical practice sites) necessary to support learning and teaching. [**Overview Item 1; 1P15; 3P2; Strategic Plan Goal 1-7 c**]
- The organization evaluates the use of its learning resources to enhance student learning and effective teaching. [**Overview Item 7; 1P15; 1R5; 7I2**]
- The organization regularly assesses the effectiveness of its learning resources to support learning and teaching. [**Overview Item 7; 1P15; 1R5; 6R1; 7I2**]
- The organization supports students, staff, and faculty in using technology effectively. [**Overview Item 6; 6R1; 7P7; Strategic Plan Goal 3-3 d**]
- The organization provides effective staffing and support for its learning resources. [**Overview Item 4; 4P2; 4P9; 8P8; Strategic Plan Goal 1-4 c**]
- The organization's systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness. [**Overview Item 9; 1P16; 7I2; 8R4; 9R2; Strategic Plan Goal 3-3 d**]
- Budgeting priorities reflect that improvement in teaching and learning is a core value of the organization. [**7R1; 7I2; Strategic Plan Goal 1-4 c**]

HLC Criterion Four: Acquisition, Discovery, & Application of Knowledge

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.

Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- The board has approved and disseminated statements supporting freedom of inquiry for the organization's students, faculty, and staff, and honors those statements in its practices. [**Overview Intro; Overview Item 5; 3P2; 4P3; 4P10; 4P12; 5P3; 5I1**]
- The organization's planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its students, faculty, and staff. [**Overview Item 4; Overview Item 5; Overview Item 6; 1P11, 1P12; 4P9; 5P8; 5P9; 6P2; 8P1-5; 8P8**]
- The organization supports professional development opportunities and makes them available to all of its administrators, faculty, and staff. [**Overview Item 4; 4P8; 4P9; 4P11; 5P4; 6P2; 8P8**]
- The organization publicly acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge. [**3P2; 4P11**]
- The faculty and students, in keeping with the organization's mission, produce scholarship and create knowledge through basic and applied research. [**1P1** (research is one of the college's **General Education Competencies**); **Faculty Manual** (Faculty Responsibilities and Academic Responsibilities)]

Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- The organization integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society. [[1P1](#); [1P11](#); [1P17](#); [1P18](#); [1I1](#)]
- The organization regularly reviews the relationship between its mission and values and the effectiveness of its general education. [[Overview Intro](#); [Overview Item 5](#); [Overview Item 6](#); [1P1](#); [1P2](#); [1P11](#); [1P17](#); [1P18](#); [1R1](#); [1I1](#); [5P1](#); [5P3](#); [5P8](#); [8P1-5](#)]
- The organization demonstrates the linkages between curricular and cocurricular activities that support inquiry, practice, creativity, and social responsibility. [[1P16](#)]
- Learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry. [[1P1](#); [1P2](#); [1P11](#); [1P17](#); [1P18](#); [1R1](#); [1R2](#); [1R3](#); [1R4](#); [1R5](#); [1R6](#); [1I1](#)]
- Learning outcomes demonstrate effective preparation for continued learning. [[1P1](#); [1P2](#); [1P11](#); [1P13](#); [1P17](#); [1R1](#); [1R2](#); [1R3](#); [1R4](#); [1R5](#); [1R6](#); [1I1](#)]

Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- Regular academic program reviews include attention to currency and relevance of courses and programs. [[Overview Item 8](#); [1P3](#); [1P4](#); [1P13](#); [1P14](#); [7R1](#)]
- In keeping with its mission, learning goals and outcomes include skills and professional competence essential to a diverse workforce. [[Overview Intro](#); [Overview Item 1](#); [Overview Item 2](#); [1P1](#); [1P3](#); [1P6](#); [1P8](#); [1P11](#); [1P13](#); [1P15](#); [1P17](#); [2P2](#); [2P3](#); [3P3](#); [3P5](#); [9P2](#); [9P5](#)]
- Learning outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies. [[1R2](#); [1R3](#); [1R4](#); [1R6](#)]
- Curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the courses of study, the currency of the curriculum, and the utility of the knowledge and skills gained. [[1R4](#); [3P3](#); [7R1](#)]
- The organization supports creation and use of scholarship by students in keeping with its mission. [[Overview Item 1](#); [Overview Item 8](#); [1R1](#); [1R2](#); [1I1](#); [7R1](#)]
- Faculty expect students to master the knowledge and skills necessary for independent learning in programs of applied practice. [[1P17](#); [1R1](#); [1R4](#); [1R6](#)]
- The organization provides curricular and cocurricular opportunities that promote social responsibility. [[1P16](#); [2P1](#); [2P3](#); [2R1](#); [2R2](#); [2R4](#)]

Core Component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- The organization's academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge. [[1P16](#)]
- The organization follows explicit policies and procedures to ensure ethical conduct in its research and instructional activities. [[4P7](#); Academic Freedom in [Faculty Manual](#); [Core Values](#)]
- The organization encourages curricular and cocurricular activities that relate responsible use of knowledge to practicing social responsibility. [[1P16](#)]
- The organization provides effective oversight and support services to ensure the integrity of research and practice conducted by its faculty and students. [[Faculty Manual](#); [College Catalog](#)]
- The organization creates, disseminates, and enforces clear policies on practices involving intellectual property rights. [[Faculty Manual](#)]

HLC Criterion Five: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- The organization's commitments are shaped by its mission and its capacity to support those commitments. [Overview Item 2; 1P4; 2P2; 2I2; 3P1; Strategic Plan]
- The organization practices periodic environmental scanning to understand the changing needs of its constituencies and their communities. [2P1; 2P2; 2P3; 3P1; 3P2; 3P6; 9P1; 9P3]
- The organization demonstrates attention to the diversity of the constituencies it serves. [1P7; 1P9; 2P1; 3P1; 3P3; 9P3]
- The organization's outreach programs respond to identified community needs. [Overview Item 2; 1P4; 2P1; 2P2; 2R1; 3P5; 9P1; 9P3; 9R2; Strategic Plan]
- In responding to external constituencies, the organization is well-served by programs such as continuing education, outreach, customized training, and extension services. [Overview Item 2; 2P1; 2R1; 2R2; 2R4; 9P1; 9P3; 9R2; Strategic Plan]

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and committees.

- The organization's structures and processes enable effective connections with its communities. [Overview Item 8; Overview Item 9; 1P15; 1R5; 2P1]
- The organization's cocurricular activities engage students, staff, administrators, and faculty with external communities. [1P16; 2P1; Strategic Goal 1]
- The organization's educational programs connect students with external communities. [Overview Intro; Overview Item 1; 1P3, 1P4, 1P7]
- The organization's resources—physical, financial, and human—support effective programs of engagement and service. [Overview Item 4; 4P1; 4P2; 4P4; 4R2; 4R3; 6P3; 6R1; 7R1; 8P6; Strategic Goal 5]
- Planning processes project ongoing engagement and service. [Overview Intro; Overview Item 5; Overview Item 6; 3P1; 5P4; 8P1-5]

Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- Collaborative ventures exist with other higher learning organizations and education sectors (e.g., K-12 partnerships, articulation arrangements, 2+2 programs). [Overview Intro; Overview Item 2; Overview Item 9; 1P1; 1P2; 2P1; 2P3; 2I1; 3P3; 9P1; 9P2; 9I1; 9I2]
- The organization's transfer policies and practices create an environment supportive of the mobility of learners. [Overview Intro; Overview Item 1; 1P1; 1P2; 1P12; 1R4; 2P2; 9P2; 9R2]
- Community leaders testify to the usefulness of the organization's programs of engagement. [Overview Intro; Overview Item 9; 1P2; 1P3; 1P4; 1P12; 2P1; 2R4; 3P3; 3P4; 3R5]
- The organization's programs of engagement give evidence of building effective bridges among diverse communities. [Overview Intro; Overview Item 3; Overview Item 8; 1P9; 1P10; 1P12; 2P1; 2R4; 3P2; 3P3; 3P4; 9P1; 9P3]
- The organization participates in partnerships focused on shared educational, economic, and social goals. [Overview Intro; Overview Item 2; Overview Item 9; 1P2; 1P16; 2P1; 2P2; 2P3; 2R1; 9P1; 9P2; 9P3; 9P5; 9I1; 9I2]
- The organization's partnerships and contractual arrangements uphold the organization's integrity. [Overview Intro; Overview Item 1; Overview Item 2; Overview Item 9; 1P1; 1P2; 1P5; 1P13; 9P1; 9P2; 9P3; 9P4]

Core Component 5d. Internal and external constituencies value the services the organization provides.

- The organization's evaluation of services involves the constituencies served. [1R5; 2R1; 3P1; 3P3; 3P6; 3R2; 3R3; 3R4; 3R5; 4P13; 4R1; 4R2; 5R1; 5R2; 6R1; 6R2; 9R1; 9R2]
- Service programs and student, faculty, and staff volunteer activities are well-received by the communities served. [Overview Item 9; 1P16; 2P1; 2R1; 2R2; 3P6; 3R4; 9P3; 9R2]
- The organization's economic and workforce development activities are sought after and valued by civic and business leaders. [Overview Item 2; Overview Item 9; 2P1; 2P2; 2R2; 3P3; Strategic Goal 6]
- External constituents participate in the organization's activities and cocurricular programs open to the public. [Overview Item 9; 1P16; 2P1; 9P3; 9P5]
- The organization's facilities are available to and used by the community. [Overview Item 6; 9P5]
- The organization provides programs to meet the continuing education needs of licensed professionals in its community. [Overview Item 9; Strategic Goal 6]