

**Recommendation 1.** In order to fully meet the Standard, the team recommends that the College consistently link the institutional goals and objectives detailed in the Educational Master Plan with operational plan goals and resource allocations, including technology resources, in order to assess progress toward meeting institutional goals. In addition, the College should establish a planning calendar that identifies all planning activities, committees, and the roles of various College plans, and includes institutional effectiveness assessment and improvement cycles. (I.B.3, II.C.1.b, IV.A.5)

**Standard I.B.3** The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

**Guide Questions:**

- To what extent does the institution understand and participate in ongoing and integrated planning?
- Does the college have a planning process in place? Is it cyclical, i.e. does it incorporate systematic evaluation of programs and services, improvement planning, implementation, and re-evaluation? How does college budgeting of resources follow planning? How is planning integrated?
- To what extent are institutional data and evidence available and used for planning? Are data analyzed and interpreted for easy understanding by the college community?

**Sources of Evidence - Examples for Standard I.B Improving Institutional Effectiveness:**

- Evidence that the institution has developed processes by which continuous dialogue about both student learning and intutional processes can take place
- Evidence of broad-based participation in the dialogue
- Evidence that clearly stated, measurable goals and objectives guide the college community in making decisions regarding planning and allocation of resources as well as curriculum and program development
- Written, current institutional plans that describe how the institution will achieve its goals
- Evidence that the processes used in planning and institutional improvement are communicated and they provide the means by which the college community can participate in decision-making
- Evidence that goals are developed with the knowledge and understanding of the college community
- Evidence there exists a current cycle in which evaluation results are utilized in integrating planning, resource allocation, implementation, and re-evaluation

- Evidence that data is both quantitative and qualitative
- Evidence that well-defined, decision-making processes and authority facilitate planning and institutional effectiveness
- Evidence of regular and systematic assessment of the effectiveness of all institutional services and processes
- Evidence that the results of evaluations are disseminated to and understood by the college community
- Evidence that results of regular and systematic assessments are used for institutional improvement
- Evidence of current, systematic program reviews and use of results
- Evidence that program review processes are systematically evaluated

**Standard II.C.1.b The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

**Guide Questions:**

- What are the information competencies that the institution purports to teach all students? What is the evidence that the institution acts purposefully to teach these competencies?
- How does the institution assess the competencies in information retrieval/use that it teaches students? How does the institution evaluate its teaching effectiveness and set goals for improvement?
- How are comparable information competency skills developed for DE/CE students and students at off-site locations?

**Sources of Evidence - Examples for Standard II.C Library and Learning Support Services:**

- Evidence that includes the evaluation instruments, their analysis, conclusions and plans for improvement of the library and learning support services (LSS), evidence that improvements are planned and implemented.
- Evidence that demonstrates quantity, quality, depth and variety:
  - **Description of quantity:** Number of volumes, number of periodicals, description of number and kinds of technological resources or equipment, including computers, microfiche machines, video equipment, audio tapes, CD ROM's and other data source, number of student stations available in library and learning resource center (LRC)

- Evidence that demonstrates ongoing instruction:
  - List of courses, workshops and other training held each academic year and the attendance
  - Course or workshop outlines, materials used in training, including identified learning outcomes
- Evidence the library evaluates the effectiveness of student learning during courses, workshops on information competency and use of the library and LSS
- Evidence that data links purchases to educational programs and SLO's defined by educational programs and by assessments of student learning
- A description of library acquisition plans related to educational plans
  - Data and analysis of the institutional evaluations of library holdings by faculty (or disciplines or programs), students, and any external reviewers
  - Other analyses showing relationship between library use and student learning
- Evidence that includes a description of hours of operation or access, description of remote access to library and LRC holdings, capacity of the remote means of delivery, any contingencies on turnaround time, limits to access relative to on campus students
- Evidence that holdings are related to educational programs and that all educational program needs have adequate materials in the library
- Evidence there is access to library and LSS for remote students/staff and institutional policies on remote access, including personal policies that describe access provided to educational staff
  - Description of remote access practice that is commuter based, circulation of volumes, etc., for each remote site or population
  - Description of use of library and LSS by remote users - students, faculty
- Evidence that includes institutional maintenance schedules, capital improvement plans, a description of security provisions for library holdings, and any institutional self – assessments of adequacy
  - Institutional plans for improvements of library and LSS
- Evidence that includes the formal agreements or contracts themselves, and evidence therein of the accredited institution's expectations for services
  - Description of the contracted/collaborated services quantity, quality, depth and currency, as in a, b, c and d, above
  - Results of evaluation of the contracted/collaborated library and LSS
  - Provisions of the contract that provide for accredited institution's control of quality or ability to influence quality of contracted/collaborated service

- Evidence the institution complies with the Commission’s “Policy on Contractual Relationships with Non-Regionally Accredited Organizations.”

**Standard IV.A.5 The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

**Guide Questions:**

- What process does the institution use to evaluate its governance and decision-making structures? Are the results communicated within the campus community?
- How does the institution use identified weaknesses to make needed improvements?

**Sources of Evidence – Examples for Standard IV.A Decision-Making Roles and Processes:**

- Evidence that demonstrates board and other governance policies and descriptions of the participation of constituencies in decision-making bodies
- Evidence that includes documents showing the transmission of recommendations from faculty and academic administrators to decision-making bodies, and descriptions of the institution’s information and decision-making process
- Evidence that includes copies of governance policies and procedures, the composition of governance bodies, minutes of meetings, and documents showing the roles academic staff play in reviewing and planning student learning programs and services
- Evidence that includes evaluations and analyses the institution conducts of its governing and decision-making processes, and the form of communication of same to the college community
- Evidence that includes the policy manual, institutional statement of mission, vision or philosophy, and institutional planning document

**Recommendation 7:** In order to meet the Standard the team recommends that faculty and others directly responsible for student progress toward achieving student learning outcomes, have as a component of their evaluation, effectiveness in producing those outcomes. (III.A.1.c)

**Standard III.A.1.c Faculty and other directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those outcomes.**

**Guide Questions:**

- What are the roles of faculty, tutors, and others in producing student learning outcomes?
- What in-depth thinking have faculty, as individuals and collectively, engaged in about how well students are learning in their courses and programs? What measures have they, again as individuals and collectively, created or selected to measure that learning? Are these measures different for DE/CE students?
- What discussions have faculty had about how to improve learning? What plans have been made?
- What changes have faculty made in teaching methodologies to improve learning?
- What changes in course content or sequencing have resulted from analyses of how well students are mastering course content in both DE/CE and face-to-face instructional formats?
- What methods has the institution developed to evaluate effectiveness in producing student learning outcomes? Are these methods yielding meaningful and useful results?
- How does the institution use analysis of the results of assessment to improve student learning outcomes?
- How has professional development supported faculty performance in satisfactory development and assessment of student learning outcomes?
- Is there professional development for faculty using DE/CE modes of instruction?

**Sources of Evidence – Examples for Standard III.A Human Resources:**

- Evidence about how the institution determines human resource needs of programs and services
- Evidence the institution uses analyses in determining hiring priorities
- Evidence, such as planning meeting minutes, that the institution systematically considers and relies on needs of programs and services in determining hiring priorities

- Evidence the institution has a reasonable means for deciding what employee qualifications are needed for each position
- Evidence the institution uses a clear and reasonable process for determining personnel selection criteria
- Evidence that hiring procedures are written and consistently applied
- Evidence the institution verifies employee degrees, experience, and references of newly hired personnel
- Evidence of a systematic process for determining personnel evaluation criteria
- Evidence evaluation criteria are based on job responsibilities
- Evidence evaluation processes are written and followed
- Evidence evaluation are conducted regularly
- Evidence the institution uses the results of personnel evaluations for improvement
- Evidence the institution evaluates the effectiveness in producing student learning outcomes of faculty, tutors, and others involved in the teaching-learning process
- Evidence the institution applies an ethics document or documents for all personnel
- Evidence the institution employs a core of full-time faculty
- Evidence the institution employs qualified administrators and support staff in sufficient numbers
- Evidence the institution administers its personnel policies consistently and fairly
- Evidence the institution maintains personnel records appropriately
- Evidence about how the institution provides employees access to their records
- Evidence the institution has written policies on equity and diversity
- Evidence the institution is sensitive to issues of equity and diversity
- Evidence that programs and services are designed to provide for the range of personnel needs at the institution
- Evidence about how the institution tracks, analyzes, and uses its employment equity record

- Evidence about how the institution interacts with its personnel and students fairly
- Evidence about how the institution uses identified teaching and learning needs to determine professional development opportunities, including instruction via a mode of electronic delivery
- Evidence the institution evaluates professional development needs of its personnel
- Evidence the institution bases its programs on identified needs
- Evidence about how participants are involved in the programs' evaluation
- Evidence the institution assesses the use of its human resources
- Evidence the institutional plans determine human resource allocation priorities
- Evidence that human resource decisions are based on the results of program review and the evaluation of program and service needs, and are integrated with institutional planning

**Recommendation 8:** In order to meet the Standard, the team recommends the College develop a financial strategy that will result in balanced budgets that have ongoing revenues to meet or exceed its ongoing expenditures without the use of reserves; maintain the minimum prudent reserve level; and address funding for its long term financial commitments and its retiree health benefits costs. (III.D.1.a, III.D.3.a, and III.D.4, IV.B.1.c, IV.B.2.d)

**Standard III.D.1.a Financial planning is integrated with and supports all financial planning.**

**Guide Questions:**

- Does institution review its mission and goals as part of the annual fiscal planning process?
- Does the institution identify goals for achievement in any given budget cycle?
- Does the institution establish priorities among competing needs so that it can predict future funding? Do institution plans exist, and are they linked clearly to financial plans, both short-term and long-range?
- Does the financial planning process rely primarily on institutional goals for content and timelines?
- Can the institution provide evidence that past fiscal expenditures have supported achievement of institutional plans?
- Does the governing board and other institutional leadership receive information about fiscal planning that demonstrates its links to institutional planning?

**Standard III.D.3.a The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.**

**Guide Questions:**

- What is the level of the institution's fiscal reserve?

**Standard III.D.4 Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of evaluation as the basis for improvement of the institution.**

**Guide Questions:**

- How does the institution ensure that financial decisions are developed from program review results, institutional needs, and plans for improvement?

- What evidence is there that the institution bases its financial decisions on the results of evaluation of program and service needs?
- How does the institution determine that financial needs in program and service areas are met effectively?
- How does the institution prioritize needs when making financial decisions? How effectively are those needs met?

**Sources of Evidence: Examples for Standard III.D Financial Resources:**

- Evidence that includes copies of the annual budget, audits for past three years, financial plans associated with institutional plans, budget documents prepared for grant and other external funding, data showing financial planning is regularly evaluated and the results of that evaluation, documents showing institutional fiscal commitments for foreseeable future, including contracts for services, employee agreements, loans and other debt
- Other debt evidence includes actuarial plans for the repayment of Other Post Employment Benefits (OPEB) and funding plans to address the obligation
- Evidence that the mission and goals are used in short and long-range financial planning, such as a list of financial goals, a grid showing financial contributions to meeting goals, or an introductory text to fiscal documents such as annual budgets, long-range capital plans, long-range financial plans, etc., that show the relationship to educational goals as identified through institutional assessment and planning
- Evidence showing that fiscal planning follows institutional planning (in time sequence), and funds are used to achieve institutional plans and goals
- Evidence that fiscal planning is evaluated on the basis of its contributions to achievement of institutional goals, not solely on the basis of accounting principles of good practice. Evidence that the financial plans, including annual budgets, capital plans, and long-term fiscal plans undergo periodic review and evaluation
- Evidence of a fiscal planning process, documents describing the financial planning, and budgeting processes, and minutes or other records showing the institution has followed those processes
- Evidence the institution monitors student financial aid obligations such as student loan default rates and compliance with all federal regulations that impact the institution
- Evidence the institution ensures that financial decisions are developed from program review results, institutional needs, and plans for improvement
- Evidence the institution bases its financial decisions on the results of evaluation of program and service needs

- Evidence the institution determines that financial needs in program and service areas are met effectively
- Evidence the institution prioritizes needs when making financial decisions

**Standard IV.B.1.c The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity?**

**Guide Questions:**

- Is the governing board independent; are its actions final and not subject to the actions of any other entity?

**Standard IV.B.2.d The president effectively controls budget and expenditures.**

**Guide Questions:**

None

**Sources of Evidence: Examples for Standard IV.B Board and Administrative Organization:**

- Evidence that includes published statements of institutional goals that reference the governing board's expectations for student learning and quality of education
- Evidence that includes documents describing the authority of the governing board; the absence of any external, higher authority than the board; descriptions of the board appointment and replacement process
- Evidence of the published bylaws
- Evidence of board minutes or a schedule showing board evaluation of policies
- Evidence of the materials from board training workshops
- Evidence of the policy on board membership, appointment and replacement
- Evidence that includes the board's policy and instruments used for self-evaluation, analyses, and reports on the last few self-evaluations completed
- Evidence of the governing board policy statement of ethics
- Evidence that includes board minutes, statements to college constituents on the delegation of authority, board agreements with faculty bodies regarding delegation of authority

- Evidence that includes budget documents and independent audit reports and audited financial statements showing ending year balances, and audit exceptions (if any)
- Evidence that includes the results of surveys, other evaluations of the president's activities directed toward the communities served by the institutions
- Evidence that includes surveys and other evaluative instruments, and the results of evaluation. Evidence that includes descriptions of funding rules or formulas, committee minutes or other documents demonstrating that the system has assessed the needs of each institution
- Evidence that includes financial policies and manuals, the content of internal audits and reviews, annual independent external audits, fiscal program reviews conducted by other agencies, and the annual budget documents
- Evidence that includes any formal delineation of responsibilities that might be found in district/college documents, including descriptions of job duties, descriptions contained in employment contracts, and the district mapping provided to the institutions and the Commission
- Evidence of other documented or recorded communications
- Evidence that would include institutional analyses of performance, including fact books, reports, website data, portfolios, and publications that describe research on institutional performance
- Evidence of documented information about institutional planning processes, minutes of meetings, records of participation in institutional evaluation and planning sessions
- Evidence that includes the district/system's evaluation instruments, the results of the valuation, and plans for improvement increasing
- ~~Evidence the multi-college district/system has developed a "functional map" or description of college functions that delineates and distinguishes roles and responsibilities clearly~~