Recommendation 1: Mission Review
To meet the Standards, the team recommends the college
develop and
institute a
formal
process
utilizing its established
governance and
decision making processes
for reviewing its mission
on a regular basis and
making revisions as necessary. (I.A.3)
I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission
statement on a regular basis and revises it as necessary.

Recommendation 2: Outcomes Assessment and Student Success Standards
To meet the Standards, the team recommends the college
assess the
achievement and
learning outcomes
for each of the past five years
by programs and
the college,
set standards for student success including
student achievement and
student learning,
accelerate its
efforts to assess outcomes in
all courses,
programs,
degrees and
certificates and
assess
how findings have led to
improved student learning and
the achievement of the college mission, and
widely distribute the results so they may be
used as the basis for
all constituent groups to
engage in self-reflective dialog about the
continuous improvement of
student learning and
institutional processes. (I.B, II.A, II.B, I.B.2, I.B.6, II.A.1.c, II.A.2, ER 10)
I.B. Improving Institutional Effectiveness: The institution demonstrates a conscious effort to produce and
support student learning, measures that learning, assesses how well learning is occurring, and makes
changes to improve student learning. The institution also organizes its key processes and allocates its
resources to effectively support student learning. The institution demonstrates its effectiveness by
providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and
program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

II.A. Instructional Programs: The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

II. B. Student Support Services: The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

ER10. Student Learning and Achievement: The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.

Recommendation 3: Comprehensive Research and Evaluation Program
To meet the Standards, the team recommends the college develop and implement a comprehensive program of research and evaluation to support the assessment of student, program and institutional learning outcomes, and program review; support ongoing engagement in a collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes; and
support collection and analyses of data related to the needs and goals of its diverse student populations. (I.A.1; I.B.1; I.B.2; I.B.6; II.A.1.a; II.A.1.c; II.A.2; II.A.2.d; II.A.2.f)

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

**Recommendation 4: Distance Education Plan**

To meet the Standards, the team recommends the college develop and implement a plan for Distance Education that includes an evaluation of Distance Education for alignment with the needs of the college's intended student population, an assessment of the quality of instruction and compliance with US Department of Education regulations, infrastructure to support online teaching and learning, and a systematic assessment of student learning and achievement outcomes in order to
ascertain how well students are learning in distance education courses. Such a plan should be integrated with other college planning efforts and linked to the resource allocation process (I.B.1, I.B.2, I.B.4, I.B.5, I.B.7, II.A.1, II.A.2, II.A.3, II.A.6, II.A.7, II.A.8, II.B.3.c).

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

II.A.3.b. A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution’s officially approved course outline.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with Standards and applicable Commission policies.

II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.
Recommendation 5: Assessment of Student Learning Styles and Needs
To meet the Standards, the team recommends the college adopt mechanisms for assessing:
- student learning styles and needs,
- the alignment of instructional delivery and pedagogical approaches with student learning styles and needs, and
- how instructional delivery and pedagogical approaches are related to achievement of student learning outcomes (II.A.2.d).

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students. [Cited in evaluation team’s narrative (p. 42), but omitted from Recommendation; “The college does not meet Standard II.A.1.b.”]

Recommendation 6: Planning and Resource Allocation Effectiveness
To meet the Standards, the team recommends the college develop a set of metrics and performance standards to better monitor the effectiveness of its planning and resource allocation decisions in achieving improvements in student learning (I.A.1, II.A.1, II.A.2.f).

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Recommendation 7: Student Support Services Scope
To meet the Standards, the team recommends the college undertake an overall assessment of its student support service offerings to determine the full scope of services it needs to offer to meet the diverse needs of its students as well as all federal and
II. B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

ER14. Student Services: The institution provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

**Recommendation 8: Student Complaints Reporting**

To meet the Standards, the team recommends the college develop and make available to visiting teams a report of student complaints/grievances that details:
- the date of the complaint/grievance,
- the name of the individual filing the complaint/grievance,
- the nature of the complaint/grievance,
- the disposition of the complaint/grievance, and
- the date of the disposition. The report should cover a five year period and be updated annually. (II.B; II.B.2.c; II.B.3.a; II.B.4 ER 20)

II. B. Student Support Services: The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II. B.2.c. Major Policies Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

ER20. Public Information: The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

- General Information
  - Official Name, Address(es), Telephone Number(s), and Website Address of the Institution
  - Educational Mission
Recommendation 9: Student Support Services Program Review and Outcomes Assessment
To meet the Standards, the team recommends the college ensure that all student support programs, including counseling for distance education students, are actively engaged in the program review and outcomes assessment process to determine how they contribute to the institutional student learning outcomes. All of the student services programs and services should complete a full cycle of review and assessment which includes gathering of data, analysis of data, implementation of program changes for improvement and the re-evaluation of implemented improvements (II.B.3, II.B.3.c, and II.B.4).

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Recommendation 10: Collegiality
To meet the Standards, the team recommends the college assess how effective the collegiality efforts have been in promoting a
productive
colleagial workplace,
how it subscribes to,
advocates, and
demonstrates
integrity in the
treatment of all employees, and then
implement improvements based on the
outcomes of the assessments. It also should
complete the code of conduct approval process, and
demonstrate that the college is upholding its code of conduct. (III.A.1.d, III.A.4.c)

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.
III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration,
faculty, staff and students.

**Recommendation 11: Human Resources Planning**
To meet the Standards, the team recommends the college
integrate human resources planning into its
institutional planning in order to
maintain a sufficient number of
qualified faculty,
staff, and
administrators to
support the college’s
mission,
purposes and
programs. (III.A.2, III.A.6.)

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the
institution. The institution has a sufficient number of staff and administrators with appropriate preparation
and experience to provide the administrative services necessary to support the institution's mission and
purposes.

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses
the effective use of human resources and uses the results of the evaluation as the basis for improvement.

**Recommendation 12: Technology Planning**
To improve its
established budget development practices,
the team recommends the college
determine the cost of
maintaining and
periodically replacing the
technology acquired through
grant funding and
factor those costs into their
established planning and
budgeting process. (III.C.1.c, III.C.2; III.D.1.d)

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology
infrastructure and equipment to meet institutional needs.
III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Recommendation 13: Audit-Related Documentation Training
To meet the Standards, the team recommends the college provide appropriate training to staff on the proper documentation procedures identified in the audit for:
“To Be Arranged” (TBA) courses, eligibility verification for college categorical programs, and verification of census reporting documents. The college also must establish internal controls to ensure that audit findings are resolved prior to the subsequent audit. (III.D.2.a, III.D.2.d, III.D.2.e)

III.D.2.a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

III.D.2.d. All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

III.D.2.e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

Recommendation 14: Evaluation and Improvements of Governance, Decision-Making, and Administrative Structures and Processes
To meet the Standards, the team recommends the college undertake an evaluation of its collegial governance and decision-making processes, as well as the overall effectiveness of the current administrative structure, and that it widely communicate the results of these evaluations and uses them as the basis for improvement. (IV.A.5, IV.B.2.a)

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.

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.