ACCJC Standards Adopted June, 2014
Crosswalked Questions from Previous "Guide to Evaluating Institutions"

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

A. Mission
1A1. & 1A2 The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

The institution uses data to determine how effectively it is accomplishing it mission, and whether the mission directs institutional priorities in meeting the educational needs of students. (!.A.1)

- What does the institution's mission statement say about its educational purposes? Are these purposes appropriate to an institution of higher learning?
- Who are the college's intended students? How does the institution determine its intended population? Is the identified population a reasonable match for the institution's location, resources, and role in higher education?
- What processes does the institution use to foster college wide commitment to student learning? Does the mission statement express this commitment?
- Have discussions been held among key constituents regarding the relevance of the mission statement to student learning?
- What statements about student learning are included in the mission statement? How do these statements make explicit the purposes of the institution?
- How does the institution know that it is addressing the needs of its student population?
- What assessments of institutional effectiveness are undertaken?

1A3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement. (I.A.1, IA.4)
- How effectively does the mission statement prompt planning and decision making? To what extent is the mission statement central to the choices the college makes?

1A4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (I.A.2, IA.3)
- When was the current mission statement approved by the board?
- What is the process for reviewing the mission statement?

Standard I.B. Assuring Academic Quality and Institutional Effectiveness

1B1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. (I.B.1)
- How has the college structured its dialogue? How well does the college embrace and understand the purpose of the dialogue?
- When, how, and about what subjects has the college engaged in dialogue? What impact has the dialogue had on student learning?
- Does the dialogue lead to a collective understanding of the meaning of evidence, data, and research used in evaluation of student learning?

1B2. The institution defines and assess student learning outcomes for all instructional programs and student and learning support services (I.B, I.B.2, II.A.2a)
- What criteria does the college use to determine its priorities and set goals (institution-set standards)?
- Is there broad-based understanding of the goals and the processes to implement them? Is there institutional commitment to achieve identified goals?
- How well does the college implement its goals?
- Are goals articulated so that the institution can later determine the degree to which they have been met?
- To what extent does the college achieve its goals?
- What evidence is used to demonstrate progress toward achieving college goals? What established policies and institutional processes guide the development and evaluation of courses, programs, certificates, and degrees? What is the role of faculty?
- Do these procedures lead to assessment of quality and improvement? Who is responsible for identifying appropriate student learning outcome/assessments?
- Are student learning outcomes and assessments established for each course, program, certificate, and degree?
- What processes exist to approve and administer courses, programs, certificates, and degrees? Are the processes effective?
- How are courses, programs, certificates, and degrees evaluated? How often? What are the results of the evaluations?
- What improvements to courses, programs, certificates, and degrees have occurred as a result of evaluation? How does the institution assure that it relies on faculty discipline expertise for establishing the quality of its courses and programs?
- How does the institution determine that admitted students are able to benefit from its programs? How is this information applied to admissions policies and procedures?

- What college wide discussions have occurred about how student access, progress, learning, and success are consistently supported?

1B3. & 1B4 The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information (IB, IB2)

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement. (I.B, I.B.3, I.B.4)
- What criteria does the college use to determine its priorities and set goals (institution-set standards)?
- Is there broad-based understanding of the goals and the processes to implement them? Is there institutional commitment to achieve identified goals?
- How well does the college implement its goals?
- Are goals articulated so that the institution can later determine the degree to which they have been met?
- To what extent does the college achieve its goals?
- What evidence is used to demonstrate progress toward achieving college goals?

1B5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery. (I.A.3, II.B.3)
- How effective is the institution's process for periodic review of the mission statement? Does the process allow for incorporating the interests of the institutions' stakeholders?
- How does the institution know that the way the mission statement is developed, approved and communicated to all stakeholders is effective? What circumstances prompt changes to the statement?
- 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?
- What data and/or evidence is used to communicate and analyze institution-set standards?

1B6 – NEW The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies

performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources to mitigate those gaps and evaluates the efficacy of those strategies. (I.B intro)

- Learning Outcomes
    - To what extent is data disaggregated for learning outcomes?
    - Is there evidence that the disaggregation is available and communicated campus-wide?
    - What subpopulations has data been provided for?
    - What strategies/activities have been undertaken to address the needs of specific subpopulations?
- Achievement
    - To what extent is data disaggregated for student achievement?
    - Is there evidence that the disaggregation is available and communicated campus-wide?
    - What subpopulations has data been provided for?
    - What strategies/activities have been undertaken to address the needs of specific subpopulations?
- How have resources been allocated or reallocated based on disaggregation of data for sub-populations?
- How are strategies evaluated?

1B7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission. (I.B.7)

- What processes does the institution use to assess the effectiveness of its cycle of evaluation, integrated planning, resource allocation implementation, and re-evaluation?
- How effective is the college planning process for fostering improvement?

1B8 The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities. (I.B.5)

- What assessment data does the college collect?
- By what means does the college make public its data and analyses internally and externally?
- How does the college assess whether it is effectively communicating information about institutional quality to the public?
- How does the institution communicate its institution-set standards?

1B9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and

services and for human, physical, technology and financial resources. (IB4, III.A.6, III.B.2b, III.C.2, III.D.4)

- What mechanisms exist for participation in college planning?
- How is broad involvement guaranteed?
- To what extent does the college allocate resources to fulfill its plans?
- When resources to fulfill plans are not available, does the college identify and follow strategies to increase its capacity, i.e., seek alternate means for securing resources?
- What changes have occurred as a result of implemented plans?
- What process does the institution use to assess the effectiveness of Human Resources in meeting the stated college mission and goals?
- How does the institution ensure that human resource decisions are developed from program review results, institutional needs, and plans for improvement? What evidence is there that demonstrates the institution bases its human resource decisions on the results of the evaluation of program and service needs?
- How does the institution determine that human resource needs in program and service areas are met effectively?
- How does the institution ensure that facilities decisions are developed from program review results, institutional needs, and plans for improvement?
- What evidence is there that the institution bases its physical resource decisions on the results of evaluation of program and service needs? How does the institution prioritize needs when making decisions about equipment purchases?
- How does the institution determine that physical resource needs in program and service areas are met effectively? How effectively are those needs met?
- How does the institution ensure that facilities decisions are developed from program review results, institutional needs, and plans for improvement?
- What evidence is there that the institution bases its technology decisions on the results of evaluation of program and service needs?
- How does the institution determine that technology needs in program and service areas are met effectively?
- How does the institution prioritize needs when making decisions about technology purchases? How effectively are those needs met?
- 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?

Standard I.C. Institutional Integrity

1C1. The institution assures the clarity, accuracy and integrity of information provided to students and prospective students, personnel , and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (II.A, II.A.1, II.A.6c)

- How does the institution ensure that all institutional offerings align with the stated mission of the institution?
- How does the institution ensure that its programs and services are high quality and appropriate to an institution of higher education?
- How does the institution choose the fields of study in which it offers programs?
- What are the student achievement outcomes of the institution's programs i.e., to what extent do students progress through and complete degrees and certificates, gain employment, or transfer to four-year institutions? By what means are programs assessed for currency, teaching and learning strategies, and student learning outcomes?
- How does the institution conduct regular reviews of its policies and practices regarding publications to ensure their integrity? Are electronic representations of the institution regularly reviewed?
- Does the institution provide information on student achievement to the public? Is that information accurate and current?

1C2 The institution provides a print or online catalog for students and prospective students with precise , accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (II.B.2)

- Is the catalog current, complete, clear, easy to understand, easy to use, well-structured?
- How is the catalog reviewed for accuracy and currency? What process does the college use to ensure that the information in its publications is easily accessible to students, prospective students, and the public?
- Is the catalog information on the college website identical to the printed?
- When policies are not included in the catalog, are the publications in which they are found easily accessible?
- Does the institution maintain records of student complaints/grievances and make them available to the team?

1C3 The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (I.B.5)

- What assessment data does the college collect?

- By what means does the college make public its data and analyses internally and externally?
- How does the college assess whether it is effectively communicating information about institutional quality to the public?
- How does the institution communicate its institution-set standards?

1C4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and a expected learning outcomes. (II.A.6)
- How does the institution assure that information about its programs is clear and accurate? Are degrees and certificates clearly described? Are student learning outcomes included in descriptions of courses and programs?
- How does the institution verify that students receive a course syllabus that includes student learning outcomes?

1C5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representation of its mission, programs, and services. (IV.A.5)
- 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?

1C6 – NEW The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.
- Where does the institution publish the cost of education?
- How does the institution ensure that the published cost of education is accurate?
- How often is information about textbooks and instructional materials updated?

1C7 In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies including faculty and students. (II.A.7, Intro)
- Do board-approved policies on academic freedom exist and are they made public? Do board-approved policies on student academic honesty exist and are they made public?

1C8 The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty. (II.A.7b,c)

- What mechanism does the institution have for informing and enforcing its policies on academic honesty for students and faculty?
- Do the policies include specifics regarding student behavior, academic honesty and do they specify consequences for dishonesty?

1C9 Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively. (II.A.7a)
- What policies demonstrate institutional commitment to the pursuit and dissemination of knowledge?
- How does the college communicate its expectation that faculty distinguish between personal conviction and professionally accepted views in a discipline? In what discussions have faculty engaged to deepen understanding of this expectation? How successfully does the faculty make this distinction in the classroom? What mechanisms does the college have for determining how effectively it is meeting this expectation?

1C10 Institutions that require conformity to specific codes of conduct of staff, faculty, administrators or students , or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks. (II.A.7c)
- How are requirements of conformity to codes of conduct communicated?
- If a college seeks to instill specific beliefs or world views, what policies does it have in place to detail these goals? How are the policies communicated to appropriate constituencies?

1C11 Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization form the Commission to operate in a foreign location. (II.A.8)
- How well do curricula offered in foreign locations to non-U.S. students conform to the specifications of the Commission's "Policy on Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals?"

1C12 & 1C13 The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines and requirements, for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (IV.A.4)

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and

communicates any changes in its accredited status to the Commission, students, and the public. (IV.A.4)

- What does documentation of the institution's past accreditation history demonstrate about integrity in its relationship with the Commission – has it responded expeditiously and honestly to recommendations, are there citations indicating difficulty, etc.?
- Are the institution's communications of educational quality and institutional effectiveness to the public accurate?
- What is the institution's evidence of compliance with the U.S. Department of Education (USDE) regulations?

1C14 NEW The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interest. (new)

- Is there evidence that high-quality education and student achievement are the highest priority to the college?
  - o (Evidence indicating that unrestricted funds can only be spent on college activities?)
- Does the institution have a parent company?
- Is the institution a for- profit organization?

Standard II: Student Learning Programs and Support Services

 A. Instructional Programs

II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11 II.A. Intro)
- How does the institution ensure that all institutional offerings align with the stated mission of the institution?
- How does the institution ensure that its programs and services are high quality and appropriate to an institution of higher education?
- How does the institution choose the fields of study in which it offers programs? What are the student achievement outcomes of the institution's programs, i.e., certificates, gainful employment, or transfer to four-year institutions?
- By what means are programs assessed for currency, teaching and learning strategies, and student learning outcomes?

II.A.2 Faculty including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success. (II.A.2b, d, e, f)
- How does the institution demonstrate the quality of its instruction? Do faculty use methods of instruction that are generally accepted professional standards and are evaluated to improve teaching and learning?
- What established policies and institutional processes guide the development and evaluation of courses, programs, certificates, and degrees? What is the role of the faculty?
- Do these procedures lead to assessment of quality and improvement? Who is responsible for identifying appropriate student learning outcomes/assessment?
- Are student learning outcomes and assessments established for each course, program, certificate, and degree?
- What processes exist to approve and administer courses, programs, certificates, and degrees? Are the processes effective?
- How are courses, programs, certificates, and degrees evaluated? How often? What are the results of the evaluations?
- How are competency levels and measurable student learning outcomes determined? What is the role of faculty? What is the role of advisory committees?

- How has the institution structured the relationship between student learning outcomes, competency levels for degrees, certificates, programs, and courses?
- How has the institution structured the relationship between student learning outcomes, competency levels for degrees, certificates, programs, and courses?
- Do students have a clear path to achieving the student learning outcomes required of a course, program, certificate and degree? How well does the institution achieve and evaluate the effectiveness of learning at each level?

II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes from the institution's officially approved course outline. (II.A.1c)
- What student learning outcomes has the institution identified for its courses, programs, certificates, and degrees?
- How and by whom are student learning outcomes and strategies for attaining them created? How and by whom are student learning outcomes and program outcomes assessed? How are the results used for improvement?
- Are student learning outcomes verifiably at the collegiate level? What assessments are in place for measuring these outcomes? How effectively are the assessments working?
- What dialogue has occurred about using assessment results to guide improvements to courses, programs, etc. What improvements have resulted?
- What process does the institution use to approve SLOs? Are these approved SLOs on the current course outlines?

II.A.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum. (II.A.2)
- By what criteria and processes does the institution decide to offer developmental, pre-collegiate, continuing and community education study abroad, short-term training, international student, or contract education programs?
- Which of these (or others) categories of courses and programs does the institution offer?
- By what means does the institution ensure that all of it instructional courses and programs are of high quality? Are they all of high quality?

II.A.5 The institution's degrees and programs follow practices common to American higher education including appropriate length, breadth, depth, rigor , course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the

associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12 II.A.2c)

- What evidence exists that all programs are characterized by the variables cited in this standard?
- What institutional dialogue has occurred to enhance understanding and agreement about the quality and level of its programs?
- What criteria does the college use to decide the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning breadth of each program it offers?
- What role do faculty play in these decision? How does the college use these qualities (breadth, depth, etc.) to determine that a program is collegiate or pre-collegiate level?

II.A. 6 NEW The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education (ER 9)

- What process does the institution use to schedule courses? Does this process consider time to degree for certificates and program completion? Does the institution's understanding of time degree follow established expectations in higher education?

II.A. 7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students. (II.A.2d)

- What assessment of student learning styles has the college performed?
- How does the institution demonstrate it is meeting the needs and learning styles of its students? What do faculty and staff know about learning needs and pedagogical approaches?
- Do courses include multiple ways of assessing student learning? How does the college determine what delivery modes are appropriate for its students?
- What teaching methodologies are commonly used? How are methodologies selected? Have faculty discussed the relationship between teaching methodologies and student performance?   What efforts has the college made to match methodologies with particular needs of students/ learning styles?
- Has the college investigated the effectiveness of its delivery modes? How effective are delivery modes and instructional methodologies that the college uses in producing learning?
- How do the teaching methodologies and learning support services support equity for all students?

II.A. 8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior-learning. The institution ensures that processes are in place to reduce test bias and enhance reliability. (II.A.2g)

- How does the institution ensure the use of unbiased, valid measures of student learning?
- How does the institution reduce test biases and ensure reliability?

II.A. 9 The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows federal standards for clock-to-credit-hour conversions. (ER 10 II.A.2h,i)
- Are student learning outcomes the basis for credit awarded for courses? Are credits awarded consistent with accepted norms in higher education?
- Does the institution offer courses based on clock hours? If so, does it follow federal standards for clock-to-credit-hour conversions?

II.A.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of student without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified the institution develops articulation agreements as appropriate to its mission (ER 10 II.A.6a)
- How does the institution ensure that information about its programs is clear and accurate? Are degrees and certificates clearly described? Are student learning outcomes included in descriptions of courses and programs?
- How does the institution verify that students receive a course syllabus that includes student learning outcomes?
- How does the college verify that individual sections of courses adhere to the course objectives/learning outcomes?

II.A. 11 The institution includes, in all of its programs, student learning outcomes appropriate to the program level in: communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. (II.A.2c, II.A.3b, II.B.3d)
- Has the institution developed program learning outcomes? Are these program learning outcomes appropriate? Do they include competency in communication, information competency, quantitative reasoning, analytic inquiry, ethical reasoning and the ability to engage diverse perspectives as well as program-specific learning outcomes?
- What criteria have been developed to determine if general education students have attained these capabilities or skills?
- What criteria does the college use to assure that the required skill level meets collegiate standards? Is there a consistent process for assuring that expected skill levels are included in course outlines? What measure of

student skills are employed? Is the college satisfied that these measures are effective?

- How well are students achieving these outcomes? How well are students able to apply these skills to subsequent coursework, employment, or other endeavors?

II.A. 12 The institution requires all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education, curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society skills for lifelong learning and application of learning and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12 II.A.3, II.B.3b)

- What evidence is found in the catalogue of a faculty developed rational for general education that serves as the basis for inclusion of courses in general education?
- How are student learning outcomes used to analyze courses for inclusion as general education?
- How is the rationale for general education communicated to all stakeholders?
- How is the general education philosophy reflected in the degree requirements?
- What is the institution doing to provide a learning environment that promotes these personal attributes? What dialogue has the institution held about what constitutes a good learning environment?
- What programs or services has the institution determined contribute to this environment? What areas have been identified for improvement? How does the college evaluate its efforts in this area? How are the results of the evaluations used to improve the environment?

II.A.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core are based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study. (II.A.4)
- De degree programs include at least one area of focused study or interdisciplinary core?
- Are degree programs based upon student learning outcomes and competencies that include mastery?

II.A. 14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and

other applicable standards and preparation for external licensure and certification (II.A.5)

- What evidence exists that students who complete vocational and occupational degrees and certificates meet employment competencies; are prepared for licensure; are prepared for certification by external agencies?
- How does the college acquire reliable information about its students' ability to meet these requirements?

II.A.15 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption. (II.A.6b)

- What policy does the institution have to address elimination of, or major changes in, programs?
- How are student advised to complete educational requirements when programs are eliminated or modified?

II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students. (II.A.2e)

- How does the college evaluate the effectiveness of its courses and programs?
- Do criteria used in program review include relevancy, appropriateness, and achievement of student learning outcomes, currency, planning for the future? Is this process consistently followed for all college programs, regardless of the type of program (collegiate, developmental, etc.)?
- What types of data are available for program evaluation? Does the evaluation include a curricular review? Does the evaluation include a comprehensive review of the program role n the overall college curriculum?
- How is the relevancy of a program determined? Have student learning outcomes for the program been identified and assessed? How well are students achieving these outcomes?
- How are results of program evaluation used in institutional planning? What changes/improvements in programs have occurred as a result of the consideration of program evaluations?

II.B Library and Learning Support Services

II.B.1 The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of the library and other learning support services (ER 17 II.C, II.C.1)

- 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?
- What are the hours of operation of the library?
- What is the availability of electronic access to library materials?
- Are all campus locations/all types of students/ all college instructional programs equally supported by library services and accessibility?

II.B.2 Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission. (II.C.1a)

- What information about student learning needs is provided by other instructional faculty and staff to inform selection of library resources?
- How does the institution assess the effectiveness of its own library collection in terms of quantity, quality, depth and variety?
- What level of quality is determined by the institution?
- How does the institution know it has sufficient depth and variety of materials to meet the learning needs of its students?
- What information does the library use to determine whether it is enhancing student achievement of identified learning outcomes?
- How are comparable services provided to DE/CE students and students at off-site locations?

II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs.   Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement. (II.C.2)

- What methods does the institution use to evaluate its library and other LSS? Does the evaluation assess use, access, and relationship of the services to intended student learning? Does the evaluation include input by faculty, staff and students?

II.B.4 When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17 II.C.1 de)
- What methods does the institution use to evaluate its library and other LSS? Does the evaluation assess use, access, and relationships of the services to intended student learning? Does the evaluation include input by faculty, staff and students?
- How does the institution ensure the security, maintenance, and reliability of learning support services provided?
- Does the institution have contractual agreements to provide library or learning support services. How does it evaluate these agreements to ensure effectiveness?

II.C. Student Support Services

II.C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15 II.B.1, II.B.4)
- By what means does the institution assure the quality of it student support services? How does the institution demonstrate that these services support student learning?
- How are distance education and correspondence education (DE/CE) student support services evaluated for comparability to face-to-face course/program student support services?

II.C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services. (II.B)
- Does the institution have student support outcomes? How are these student support outcomes used to ensure ongoing improved quality in its support services and programs
- How does the institution determine that admitted students are able to benefit from its programs? How is this information applied to admission policies and procedures?
- What college wide discussions have occurred about how student access,,, progress, learning, and success are consistently supported?

II.C.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location of delivery method.   (ER 15 II.B.3a)
- What evidence is provided that the institution assesses student needs for services regardless of location or mode of delivery, and provides for them?
- How are online and off-site location services evaluated? How well are services meeting the needs of students?

II.C. 4 NEW Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.
- How does the institution assure that co-curricular and athletic programs are appropriate with the college mission and contribute to student's educational experience.

- Are co-curricular and athletic programs integrated with institutional planning including budget?
- Do educational policy and standards of integrity apply to co-curricular and athletic programs?

II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. (II.B.3c)
- Does the institution develop, implement, and evaluate counseling and/or academic advising?
- Does the evaluation of counseling and/or academic advising include how it enhances student development and success?
- Are those responsible for counseling/advising trained?
- Are these or comparable services available to online students?

II.C.6 NEW The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)
- How does the institution adopt admission policies? Is the institution's admission policy consistent with its mission?
- How does the institution advise students on clear pathways to degree, certificate and transfer completion?

II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. (II.B.3e)
- What processes are used to evaluate the effectiveness of practices and tools of admissions? What evaluations of placement processes are used to ensure their consistency and effectiveness? How are cultural and linguistic bias in the instruments and processes minimized?

II.C.8 The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records. (II.B.3f)
- What institutional policies govern the maintenance of student records? Are records secure? Does the institution have a policy for release of student records?

Standard III.A Human Resources

111.A.1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training and experience to provide and support these programs and services. Criteria, qualifications and procedures for selection of personnel are clearly and publically stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. (III.A.1, 1a)
  - What methods does the institution use to assure that qualifications for each position are closely matched to specific programmatic needs? What analysis and discussion have led the institution to agree on those needs?
  - Are the institution's personnel sufficiently qualified to guarantee the integrity of programs and services?
  - What analysis and discussions have led the institution to determine the qualifications of faculty and staff involved in offering DE/CE?
  - How does the institution decide on hiring criteria?
  - Do job descriptions relate to institutional mission and coals and reflect position duties, responsibilities and authority?

III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (III.A.1a, ER 14)
  - How does the institution decide on faculty hiring criteria?
  - How does the college decide whether an applicant is well qualified in the field? For DE/CE?
  - How does the college know that the faculty has appropriate
    - Degree? Professional experience?
    - Discipline expertise?
    - Teaching skills? How does the college define and evaluate "effective teaching" in its hiring processes for faculty?
    - Scholarly activities? How does the college define and judge scholarship in a candidate and by what means does it judge a candidate's potential to contribute to a college mission?
    - Potential to contribute to the mission of the college?
  - Do Faculty job descriptions require curriculum development and assessment of learning?
  - What evidence is there that hiring processes yield highly qualified employees?
  - What safeguards are in place to assure that hiring procedures are constantly applied?

III.A.3 Administrators and other employees responsible for educational programs and services possess qualification necessary to perform duties required to sustain institutional effectiveness and academic quality. (III.A.1,2)
- What hiring criteria have been established by the institution for administrators? Do the criteria ensure candidates possess necessary qualifications to sustain institutional effectiveness and academic quality?

III.A. 4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established. (III.A.1a)
- How does an institution verify the qualifications of applicants and newly hired personnel?   How does the college check the equivalency of degrees from non- U.S. institutions?

III.A.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented. ((III.A.1b)
- How does the college decide on appropriate institutional responsibilities for personnel participation? How is participation judged?
- What process is in place to assure that evaluations lead to improvement of job performance?
- To what extend do the evaluation processes identify areas for improvement of duties related to DE/CE activities, including faculty's interest in future involvement in this field or need for development?
- What is the connection between personnel evaluations and institutional effectiveness and improvement?
- Do evaluation criteria measure the effectiveness of personnel in performing their duties related to DE/CE activities?
- How are evaluations documented?

III.A. 6 The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. (III.A.1c)
- What are the roles of teachers, 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, as individuals and collectively, created or selected to measure that learning? Are these measures different for DE/CE students?
- What discussion have faculty had about how to improve learning? What plans have been made?
- After analyzing appropriate data, what discussions have faculty had about the need to, and how to improve learning outcomes in DE/CE? What plans have been made?
- What changes have faculty made in teaching methodologies to improve learning?
- What changes have faculty made in teaching methodologies to improve learning in DE/CE mode after evaluation and analysis of evidence of effectiveness?
- What changes in cource 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 changes in course content or sequencing of DE/CE courses have resulted from analyses of how well students are mastering course content?
- What methods has the institution developed to evaluate effectiveness in producing student learning outcomes? Do these methods cover the effectiveness of producing and assessing student learning outcomes in DE/CE mode?   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?
- How has professional development supported faculty performance in the achievement and assessment of student learning outcomes in DE/CE courses? What kinds of support have been provided to staff?
- Is there professional development for faculty using DE/CE modes of instruction?
- Do evaluations include as a component "use of assessment results for improvement"?

III.A.7 The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty , to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (III.A.2)
- By what means does the institution determine appropriate faculty levels for each program and service?
- By what means does the institution determine appropriate faculty levels for each program and service involved in the offering of programs and courses in DE/CE mode?

III.A.8 **NEW** An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation and

professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

- What type of policies and practices provide orientation for part time faculty?
- What type of policies and practices provide oversight and evaluation for part time faculty?
- What type of policies and practices provide professional development for part time faculty?
- How are part time faculty integrated into the life of the institution?

III.A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational technological, physical, and administrative operations of the institution. (III.A.2)

- By what means does the institution determine appropriate staff levels for each program and service? (educational, technological, physical, administrative)
- By what means does the institution determine appropriate staff levels for each program and service involved in the offering of programs and courses in DE/CE mode?

III.A.10 The institution has a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8; III.A.2)

- By what means does the institution determine appropriate administrative levels for each program and service?
- By what means does the institution determine appropriate administrative levels for each program and service involved in the offering of programs and courses in DE/CE mode?
- By what means does the institution determine appropriate preparation and expertise for administrators?
- How does the institution provide continuity among administrative personnel?
- How does the institution assure administrators' effectiveness in leadership, service and support of mission and purpose?

III.A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered. (III.A.3)

- What processes does the institution use to develop and publicize its personnel policies?
- What processes does the institution follow to ensure its published personnel policies are adhered to fairly and equitably?
- What processes does the institution follow to ensure its published personnel policies are consistently administered?
- Do these policies and processes result in fair treatment of personnel?

III.A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission. (III.A)
- In what ways does the institution foster an appreciation of diversity?
- How effective are the institution's policies and practices in promoting understanding of equity and diversity issues? How does the institution know these policies and practices are effective?
- How are these policies and practices consistent with the mission of the college?

III.A. 13 The institution upholds a written code of ethics for all of its personnel, including consequences for violation. (III.A.1d)
- How does the institution foster ethical behavior in its employees?
- Does the institution have a written code of professional ethics for all its personnel?
- How does the institution address issues of professional ethics related to DE/CE and do these efforts foster ethical behavior of employees? Are these issues included in the Code of Ethics? What is the rationale for the approach?
- What are the consequences for violation of the Code of Ethics?

III.A. 14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement. (III.A.5 a, b)
Note* District efforts related to Professional Development
- What professional development programs does the institution support and/or provide? Which of these pertain to DE/CE personnel?
- How are professional development programs/activities linked to evolving pedagogy and teaching/learning needs?
- How are professional development programs/activities consistent with the mission of the college?
- How does the institution determine the professional development needs of its personnel?
- What processes ensure that professional development opportunities address those needs?
- How does the college ensure meaningful evaluation of professional development activities? How are these evaluation results used to improve the programs?
- What impact do professional development activities have on the improvement of teaching and learning?

III.A.15 The institution makes provision of the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law. (III.A.3)
- What are the institution's provisions for keeping personnel records secure and confidential?
- How does the institution provide employees access to their records?

III.B Physical Resources

III.B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. (III.B.1b)

- Against what criteria and by what processes does the institution evaluate the safety of its facilities?
- What evidence and/or data does the institution use to determine the sufficiency (access, safety, security, healthful learning/working environment) of its classrooms, lecture halls, laboratories, and other facilities? What mechanisms does the college use to evaluate how effectively facilities meet the needs of programs and services?
- How well does the institution meet its facilities needs? Does the institution use the same criteria and processes for determining safety and sufficiency of facilities at off-campus sites? To what extent are off-campus sites safe and sufficient?
- How does the college use the results of facilities evaluations to improve them? Does the college use similar processes to assure the safety and sufficiency of its equipment?
- How does the institution support the equipment needs of the distance delivery modes it offers? Are institutional needs for equipment met?

III.B. 2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land and other assets in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission. (III.B,1a)

- How does the institution consider the needs of programs and services when planning its buildings?
- What processes ensure that the program and service needs determine equipment replacement and maintenance?
- How does the institution evaluate effectiveness of facilities and equipment in meeting the needs of programs and services?
- How effectively does the institution use its physical resources including land?

III.B.3 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account. (III.B.2)

- What process does the institution use to assess the use of its facilities? How often does the evaluation occur? What data is used in this process?
- How does the college use the results of the evaluation to improve facilities or equipment?

Long-Range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. (III.B.2a)

- What process does the institution follow to develop capital plans? How are long-range capital projects linked to institutional planning?
- What elements comprise the definition of "total cost of ownership" that the institution uses when making decisions about facilities and equipment?
- How do planning processes ensure that capital projects support college goals? How effective is long-range capital planning in advancing the college improvement goals?

Standard III.C Technology Resources

III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services. (III.C.1, III.C.1a)

Note* District technology services.

- How does the institution ensure that its various types of technology needs are identified?
- If the college is not supported by technology, how did the college make that decision?
- How does the institution evaluate the effectiveness of its technology in meeting its range of needs? How effectively are those needs met?
- How does the institution make decisions about technology services, facilities, hardware, and software?
- How well does technology accommodate the college's curricular commitments for distance learning programs and courses? Whether technology is provided directly by the institution or through contractual arrangements, are there provisions for reliability, disaster recovery, privacy, and security?

III.C.2 The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs and services. (III.C, III.C.1d, III.C.2)

- How does the institution plan for and make decisions about use and distribution of its technology resources?
- How does the institution plan for updates and replacement of technological infrastructure to ensure support to its mission, operation, programs and services.

III.C. 3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety and security. (III.C.1c)

- What provisions has the institution made to assure a robust and secure technical infrastructure that provides maximum reliability for students and faculty?
- What policies or procedures does the institution have in place to keep the infrastructure reasonably current, adequate and sustainable?
- Does the institution give sufficient consideration to equipment selected for DE programs? How effectively is technology distributed and used?
- Does the institution give sufficient consideration to equipment selected for offsite locations?
- What processes ensure technology is reliable? Accessible? Secure? And safe?

III.C.4 The institution provides appropriate instruction and support for faculty, staff, students and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations. (III.C.1b)
- How does the institution assess the need for information technology training for students and personnel?
- What technology training does the institution provide to students and personnel? How does the institution ensure that the training and technical support it provides for faculty and staff are appropriate and effective? How effective is the training provided? How is the training evaluated?

III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes. (III.C.1d)
- What evidence is there that the institution bases its technology decisions on the results of evaluation of program and service needs of the teaching/learning process?
- How does the institution determine the technology needs in program and service areas are met effectively?
- How does the institution prioritize needs when making decisions about technology purchases? How effectively are those needs met?

Standard III.D Financial Resources
<mark>**Note* Financial issues impact both district and college**</mark>

Planning
III.D.1 Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (III.D)
- What is the institution's overall budget?
- Does it have sufficient revenues to support educational improvements?
- Are the institution's finances managed with integrity in a manner that ensures financial stability?
- How does the institution allocate and reallocate its budget to ensure enhancement of programs and services.

III.D.2 The institution's mission and goals are foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner. (III.D.1, III.D.1a, III.D.2c)
- 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 institutional plans exist, and are they linked clearly to financial plans, both short-term and long-range?
- What policies and procedures exist for the institution and how do these policies and procedures ensure financial stability?
- How is information about finances distributed throughout the institution? Is the dissemination of information timely and does it reach a wide audience?

III.D. 3 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. (III.D.1d)
- Where or how are the processes for financial planning and budget recorded and made known to college constituents?
- What mechanisms or processes are used to ensure constituent participation in financial planning and budget development?

Fiscal Responsibility and Stability
III.D.4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. (III.D.1b)

- Do individuals involved in institutional planning receive accurate information about available funds, including the annual budget showing ongoing and anticipated fiscal commitments?
- Does the institution establish funding priorities in a manner that helps the institution achieve its mission and goals? Are items focused on student learning given appropriate priority? What other documents are used in institutional planning?

III.D.5 To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems. (III.D.2, III.D.3h)
- How does the institution monitor and control financial resources to ensure appropriate use of funds?
- How does the institution make financial decisions? Is this process widely disseminated, dependable and timely?
- Does the institution have an annual external audit to provide feedback on its processes?
- Does the institution review the effectiveness of its past fiscal planning as part of planning for current and future fiscal needs?

III.D. 6 Financial document, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and sue of financial resources to support student learning programs and services. (III.D.2a)
- Are funds allocated, as shown in the budget, in a manner that will realistically achieve the institution's stated goals for student learning?

III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately. (III.D.2b)
- What do audit statements say about financial management?
- How has the institution responded to audit findings? Are the responses comprehensive? Timely? Communicated appropriately?
- Is the institutional budget an accurate reflection of institutional spending and does it have credibility with constituents?
- Are audit findings communicated to appropriate institutional leadership and constituents?

III.D. 8 The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement. (III.D.2e)
- What internal controls does the institution have that ensure financial integrity? How are these controls assessed for validity and effectiveness? How are the results of internal financial assessments used for improvement?

III.D. 9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences. (III.D.3a)
- What is the level of the institution's fiscal reserve?   How does the institution determine that the fiscal reserves are sufficient to meet financial emergencies and unforeseen occurrences?

III,D.10 The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. (III.D.3b)
- What processes does the institution use to assess its use of financial resources?
- How does the institution ensure that it assesses its use of financial resources systematically and effectively?
- Does the institution review its internal control system on a regular basis? Does the institution respond to internal control deficiencies identified in the annual audit in a timely manner?
- How does the institution use results of the evaluation as the basis for improvement?

Liabilities
III.D.11 The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations. (III.D.1c)
- What evidence of long-term fiscal planning and priorities exits?
- Does the institution have plans for payments of long-term liabilities and obligations including debt, health benefits, insurance costs, building maintenance costs, etc.? Is this information used in short-term or annual budget and other fiscal planning?
- Does the institution allocate resources to the payment of its liabilities and funds/reserves to address long-term obligations? Are resources directed to actuarially developed plans for Other Post-Employment Retirement Benefit (OPEB) obligations?

III.D. 12 The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine OPEB is current and prepared as required by appropriate accounting standards. (III.D.3c,d)

- Is the institution fully funding its annual OPEB obligation? At what level is the contribution being funded?
- Does the institution have an actuarial plan to determine appropriate funding of OPEB? Is the actuarial plan current?

III.D. 13 On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution. (III.D.3e)
- What is the level of locally incurred debt?
- What percentage of the budget is used to repay this debt?
- Does the locally incurred debt repayment schedule have an adverse impact on institutional financial stability?

III.D.14 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.2d)
- What are the institution's procedures for reviewing fiscal management of debts such as bond or Certificates of Participation?   Are they regularly implemented?
- What evidence about fiscal management is provided by external audits and financial program review for debts such as bonds or Certificates of Participation?
- Is there an annual assessment of debt repayment obligations and are resources allocated in a manner that ensures stable finances?
- How does the institution ensure that funds are used with integrity and in the manner for which they were intended according to their funding source?

III.D.15 The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirement, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies. (III.D.3f)
- What is the default rate for the past three years?
- Is the default rate within federal guidelines?
- Does the institution have a plan to reduce the default rate if it exceeds federal guidelines?

III.D. 16 Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of it programs, services, and operations. (III.D.3g)
- What contractual agreements exist, and are they consistent with institutional mission and goals?

- Does the institution have appropriate control over these contracts? Can it change or terminate contracts that don't meet its required standards of quality?
- Are external contracts managed in a manner to ensure that federal guidelines are met?

Standard IV: Leadership and Governance

    A. Decision-Making Roles and Processes

IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation. (IV.A.1)

- What do the statements about institutional mission and goals reveal about the institution's commitment to student success and educational excellence
- Are the institution's goals and values clearly articulated and understood by all? Can college and staff list what these goals and values are?
- Can staff describe their roles in assisting the institution to achieve its goals?
- What information about institutional performance is circulating and available to staff and students? How is the information kept current? Is it easily accessed, is it understandable? Is it regularly used in institutional dialogue and decision-making sessions?
- Do the institution's processes for institutional evaluation and review, and planning for improvements, provide venues where the evaluations of the institution's performance are made available to all staff?
- Do institutional planning efforts provide opportunity for appropriate staff participation?
- How do individuals bring forward ideas for institutional improvement?
- How does the institution articulate the responsibilities of individuals to develop ideas for improvements in their areas of responsibility?
- How do individuals and groups at the institution use the governance process to enhance student learning?

IV.A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makers provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning and special-purpose committees. (IV.A.2)

IV.A.3 Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning and budget that relate to their areas of responsibility and expertise. (IV.A.2a)
- What do institutional policies and procedures describe as the roles for each group in governance, including planning and budget development?

- What evidence demonstrates that these policies and procedures are functioning effectively?

IV.A.4 Faculty and academic administrators, through policy and procedures, and through wee-defined structures, have responsibility for recommendations about curriculum and student learning programs and services. (IV.A.2b)
- What documents describe the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters?

IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations. (IV.A.3)
- Do the written policies on governance procedures specify appropriate roles for all staff and students? Do these policies specify the academic roles of Faculty in areas of student educational programs and services planning?
- Are staff and students well informed of their respective roles. Do staff participate as encouraged by these policies? Do the various groups work in collaborative effort on behalf of institutional improvements?
- Is the result of this effort, actual institutional improvement? Is there effective communication at the college – clear, understood, widely available, current communication?
- Do staff at the college know essential information about institutional efforts to achieve goals and improve learning?

IV.A.6 NEW The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.
- How are decision-making processes documented? Are these policies written? How are these processes communicated across the institution?

IV.A.7 Leadership roles and the institution's governance and decision-making policies, procedures, 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.A.5)
- 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 improvement?

IV.B. Chief Executive Officer

IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. (IV.B.2)
- What policies, procedures enables the CEO to lead the institution in planning, organizing, budgeting, selecting and developing personnel?
- How does the CEO provide leadership to ensure the quality of the institution? Who is this assessed for effectiveness?

IV. B. 2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities as appropriate. (IV.B.2a)
- How does the CEO plan, oversee and evaluate the administrative structure?
- Does the administrative structure reflect the institution's purpose? Are their an appropriate number of administrators with appropriate skills and knowledge to effectively support the needs of the institution?
- Does the CEO delegate authority to administrators consistent with their responsibilities when appropriate?

IV.B. 3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
1. Establishing a collegial process that sets values, goals, and priorities;
2. Ensuring the college sets institutional performance standards for student achievement;
3. Ensuring the evaluation and planning rely on high quality research and analysis of external and internal conditions;
4. Ensuring that the educational planning is integrated with resource planning and allocation to support student achievement and learning;
5. Ensuring that the allocation of resources supports and improves learning and achievement; and
6. Establishing procedures to evaluate overall instructional planning and implementation efforts to achieve the mission of the institution.
- What does the president do to communicate institutional values, goals and direction?
- How familiar is the president with data and analyses of institutional performance?
- How does the president communicate the importance of a culture of evidence and a focus on student learning?
- Where does the research office report in the institutional; does it have easy access to the president's office?

- What mechanisms has the president put in place to link institutional research, particularly research on student learning, institutional planning processes and resource allocation processes? (IV.B.2b)

IV.B.4 NEW The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, Staff and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.
- How does the CEO provide leadership in the accreditation process?
- How does the CEO ensure that the institution meets or exceeds Eligibility requirements, Accreditation Standards and Commission policies at all times?
- What responsibility do faculty, staff and administrative leaders have in the accreditation process? How do they ensure compliance with accreditation requirements?

IV.B. 5 The CEO assures the implementation of statues, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures. (IV.B.2c,d)

IV. B. 6 The CEO works and communicates effectively with the communities served by the institution. (IV.2e)

IV.C Governing Board

IV.C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (IV.B.1)
- What process does the board have for developing policies? Do the board developed policies assure academic quality, integrity and effectiveness of student learning programs and services? Do board policies assure financial stability?

IV.C.2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.
- Is the governing board appropriately representative of the public interest and lacking conflict of interest? Does the composition of the governing board reflect public interest in the institution? (IV.B.1a)

IV.C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district system.
- Does the institution have a policy manual or other compilation of policy documents that demonstrate that the governing board's role in establishing a policy for selecting and evaluating the chief administrator for the college or district/system and reviewing it on a regular basis?
- What is the written policy describing selection and evaluation of the chief administrator? Has the board followed it? (IV.B.1j)

IV.C.4 The governing board is an independent policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.
- What statements about quality of programs, integrity of institutional actions, and about effectiveness of student learning programs and services are to be found in the institution's board-established policies, mission statement, vision or philosophy statement, planning documents, or other statements of direction? (ER 7 IV.B.1a)

IV.C.5 The governing board establishes policies consistent with the college/district /system mission to ensure the quality, integrity and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters and financial integrity and stability.(IV.B.1b,c)
- Do governing board policies conform with college/district/system mission?
- Do governing board policies ensure quality, integrity and improvement of student learning programs and services?
- Does the governing board provide resources necessary to support their policies?

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

IV.C.6 The institution or the governing board published the board bylaws and policies specifying the board's size, duties, responsibility, structure and operating procedures.(IC.B.1d)
- Does the board have a policy that specifies the board's size? Duties? Responsibility? Structure? And operating procedures?
- Are these policies published?

IV.C.7 The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary. (IV.B.1e)
- Do the records of the governing board actions (minutes, resolutions) indicate that its actions are consistent with its policies and bylaws?
- Does the governing board have a system for evaluating and revising its policies on a regular basis? Is this system implemented?

IV.C.8 NEW To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.
- Do board minutes or some other process indicate a review by the board of key indicators of student learning and achievement?
- Has the board had a dialogue about key indicators of student learning and achievement. How have recommendations from this dialogue been linked to institutional plans for improving academic quality.

IV.C.9 The governing board has an ongoing training program for board development including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of election. (IV.B.1f)
- What is the board's program for development and orientation?
- Does the governing board development program address the need to learn about accreditation standards and expectations?
- Does the board have a formal written method of providing for continuing membership and staggered terms of office?

IV.C.10 Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness. (IV.B.1g)

- What is the board self-evaluation process as defined in its policies? Does the process as described present as an effective review that focuses on academic quality and institutional effectiveness?
- Does the governing board policy call for regular self-evaluation? Do all members of the board participate in this evaluation process? Does the institution's board regularly evaluate its own performance? Are results of the evaluation made public?
- Are results of the evaluation used to improve board performance, academic quality, and institutional effectiveness?

IV.C.11 The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7 IV.B.1h, ER 3)
- Does the board have an adopted code of ethics and conflict of interest policy?
- What is the board's stated process for dealing with board behavior that is unethical? Does the governing board implement this process? Is there evidence of results?
- Do board members disclose issues of conflict such as employment, family, ownership, or other financial interest in the institution? How does the board assure any conflicts are minimal and do not interfere with the integrity of the institution?

IV.C.12 The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and hold the CEO accountable for the operation of the district/system or college, respectively. (IV.B.1j)
- What is the established board process for conducting search and selection processes for the chief administrator? Are those processes documented?
- Has the board used these processes in its most recent chief administrator searches?
- How is the board delegation of administrative authority to the chief administrator defined? (In policy documents? In a contract with the chief administrator?)
- Is this delegation clear to all parties?
- How effective is the governing board in focusing a the policy level?
- Whet mechanisms does the board use in its evaluation of the chief administrator's performance on implementation of board policies and achievement of institutional goals?
- How does the board set clear expectations for regular reports on institutional performance from the chief administrator?

IV.C.13 The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process. (IV.B.1)

- Is the board knowledgeable about Accreditation Standards, Eligibility Requirements, Commission policies, accreditation processes and the college's accredited status? Is this a component of the boards training?
- Does the board evaluate of its roles and functions in the accreditation process? Is this a component of the board's evaluation process?

IV.D.1 In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges.   Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system. (IV.B.3)

IV.D.2 The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and palling, it is evaluated against these standards, and its performance is reflected in the accredited status of the institution. (IV.B.3a,b)
- Does the district/system have a written delineation of responsibilities? How are these responsibilities communicated? Are institutional and district/system staff knowledgeable of this delineation?
- Is the delineation of responsibilities evaluated for effectiveness? What feedback mechanisms does the district/system have in place to provide assessment of the effectiveness of district/system services?
- Is the assessment of district/system services data driven? Does it reflect the needs and priorities of the institutions?
- Are district/system services regularly evaluated with regard to their support of institutional missions and functions?

IV.D.3   The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO's accountable for the operations of the colleges. (IV.B.3c,d)
- What is the district/system's method of distributing resources to its institutions? Is the district/system based in a realistic assessment of needs of each institution? Is it a fair process?
- Is the district/system's resource distribution method data-driven? Does it reflect the needs and priorities of the institutions?
- How is the allocation of resources evaluated? How are results from the evaluation used to reallocate resources?

IV.D.4 The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds colleges CEO's accountable for the operation of the colleges. (IV.B.3f)

- How does the CEO of the district plan, oversee and evaluate the college CEOs and hold them accountable for the operation of the college?
- Does the district CEO delegate authority to colleges CEOs consistent with their responsibilities when appropriate

IV.D.5 NEW District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.
- How are district/system planning and evaluation integrated with college planning and evaluations?
- How are evaluations of planning used to improve student learning and achievement and institutional effectiveness?

IV.D.6 Communication between colleges and district/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively. (IIV.B.3f)
- What methods of working jointly doe the district/system and institutions use?
- Do these methods result in clear and timely communications in all directions?
- Are the institutions well informed about district/system issues, governing board actions and interest that have an impact on operations, educational quality, stability or ability to provide high quality education?

IV.D.7 The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement. (IV.B.3g)
- What are the district/system's methods for evaluating the delineation of roles, governance and decision-making processes?
- How does the district/system determine its effectiveness in decision-making?
- Does it conduct regular assessments? How does it communicate the results?