Standard 1A
Evidence that analysis of how institutional goals and objectives are linked to the needs of the student population has taken place.

Evidence of analysis of how the mission statement is developed, approved and communicated to all stakeholders.

Evidence of analysis of the process used for the periodic review of the institution's mission; evidence that the process is inclusive.

Evidence that the mission statement provides the preconditions for setting institutional goals.

Evidence of analysis of how the cycle of evaluation, integrated planning, implementation, and re-evaluation relates to the mission and is used for institutional improvement.

Standard 1B
Evidence that the institution has developed processes by which continuous dialog about both student learning and institutional processes can take place.

Evidence of broad-based participation in the dialogue.

Evidence that clearly-stated, measurable goals and objectives guide the college community in making decisions regarding planning and allocation of resources as well as curriculum and program development.

Written, current institutional plans that describe ways in which the institution will achieve its goals.

Evidence that the processes used in planning and institutional improvement are communicated and that they provide the means by which the college community can participate in decision-making.

Evidence that goals are developed with the knowledge and understanding of the college community.

Evidence that there exists a current cycle in which evaluation results are utilized in integrating planning, resource allocation, implementation, and re-evaluation.

Evidence that data is both quantitative and qualitative.

Evidence that well-defined, decision-making processes and authority serve to facilitate planning and institutional effectiveness.

Evidence of periodic and systematic assessment of the effectiveness of all institutional services and processes.

Evidence that the results are disseminated to and understood by the college community.
Evidence that results of periodic and systematic assessment are utilized for improvement.

Evidence of current, systematic program review and implementation of results.

Evidence that program review processes are systematically evaluated.

**Standard 2A**
Evidence that all instructional offerings are in keeping with the institution's mission regardless of where and how they are taught.

Evidence that the quality of all programs is consistently determined to meet a high standard.

Evidence of analytical reviews demonstrating that instructional programs are relevant to the interest, needs, goals, and aspirations of the students served by the institution.

Evidence that students are achieving stated learning outcomes.

Evidence that the institution considers how instruction is delivered and how it assesses that delivery is both appropriate and current.

Evidence of the development of student learning outcomes and strategies for attaining those outcomes at the course, program, certificate and degree level.

Evidence of assessment of student learning and program outcomes.

Evidence of review of assessment results and utilization for improvement of student learning.

Evidence that an institutional process exists for determining the quality of all courses and programs.

Evidence that established procedures are used to develop courses and programs and that faculty play a major role in this endeavor.

Evidence for a faculty-driven assessment plan that includes systematic evaluation and integrated planning of student learning outcomes for all courses, certificates, programs, and degrees.

Evidence that systematic evaluation and review of student progress toward achieving learning outcomes take place.

Evidence of the role played by advisory committees.

Evidence that instructional offerings are in appropriate areas of academic study given the institution's mission.

Evidence that programs are appropriately sequenced to provide the bases for subsequent courses.

Evidence that courses are of sufficient content, breadth, and length to permit the student to learn and practice expected knowledge, skills, and abilities.
Evidence that the institution concerns itself with pedagogy that addresses student needs and learning styles.

Evidence that diverse methods of instruction are used and that students are exposed to a variety of points of view.

Evidence of regular, systematic evaluation and review of instructional courses and programs, using consistent and valid research strategies.

Evidence that evaluation results are used for improvement.

Evidence that elements assessed include measures of student learning.

Evidence for an assessment plan that includes systematic evaluation and integrated planning of student learning outcomes for all courses, certificates, programs, and degrees.

Evidence that results of evaluation are disseminated.

Evidence that results of evaluation are used for improvement.

Evidence of a process for validating the effectiveness of examinations in assessing student learning.

Evidence that placement tests are examined for biases.

Evidence that the institution has developed a means for awarding credit based on student learning outcomes.

Evidence that credits awarded are consistent with accepted higher education practices.

Evidence that the college uses student achievement of stated learning outcomes in awarding credit for degrees and certificates.

Evidence that a consistent process for examining student learning outcomes is used to analyze courses for inclusion as general education.

Evidence that the rationale for general education is communicated to students, employers, and other constituencies.

Evidence that content and methodology is determined by appropriate discipline faculty.

Evidence that the institution has determined standards for the skills in general education.

Evidence that students who complete general education programs are proficient in these general education skills.

Evidence that the program of general education includes student learning outcomes concerning values, ethics, civic responsibility, and diverse perspectives.

Evidence that students who complete vocational and occupational degrees and certificates meet employment competencies, are prepared for certification by external agencies, are prepared for licensure.
Evidence that clear and complete information about degrees and certificates is made available to students in publications and course syllabi.

Evidence that transfer policies are made available to students.

Evidence that transferred courses accepted are comparable to the college’s student learning outcomes for courses.

Evidence that articulation agreements exist and are regularly evaluated.

Evidence that students are able to complete programs that undergo change or are eliminated.

Evidence that students are advised on what they must do to complete such programs.

Evidence that publications and other representations of the college are regularly reviewed for clarity and accuracy.

Evidence that institutional policies are regularly reviewed to ensure integrity.

Evidence that the institution provides the public with information about student achievement.

Evidence of board-approved and distributed policies on academic freedom and student academic honesty.

Evidence that these policies are followed.

Evidence of faculty awareness and commitment to fair and objective presentation of knowledge.

Evidence that a college espousing specific world views or codes of conduct make policies clear in publications provided in advance of enrollment or employment.

**Standard 2B**

Evidence that the institution systematically evaluates its student support services in light of its stated mission.

Evidence that student support services support learning.

Evidence that the catalog contains items specified in Standards IIB.2.a, IIB.2.b and IIB.2.c, IIB.2.d.

Evidence that the institution assesses student needs for services and provides for them.

Evidence that the institution assesses student needs for services regardless of location and provides them.

Evidence that activities encouraging personal development are made available to students.

Evidence that the institution develops, implements, and evaluates counseling and/or academic advising.

Evidence that evaluation of counseling and/or academic advising includes how it enhances student development and success.
Evidence that those responsible for counseling/advising are trained.

Evidence that the institution develops, implements, and evaluates the effectiveness of services in enhancing student understanding and appreciation of diversity.

Evidence that admissions practices and placement instruments are regularly evaluated.

Evidence that placement instruments are valid and minimize bias.

Evidence that student records are kept confidential and secure.

Evidence for how student records are released.

Evidence that review of student service programs is regularly conducted and that the results are used for improvement.

Evidence that analysis of review of student service programs includes verification that services contribute to student learning outcomes.

**Standard 2C**

Evidence that includes the evaluation instruments, their analysis, conclusions and plans for improvement of the library and learning support services, evidence that improvements are planned and implemented.

Evidence that shows quantity, quality, depth and variety:

- **Description of quantity:** Number of volumes, number of periodicals, description of number and kinds of technological resources or equipment, including computers, microfiche machines, video equipment, audio tapes, CD ROM’s and other data source, number of “seats” available in Library and LRC.

Evidence that shows ongoing instruction:

- List of courses, workshops and other training held each academic year and attendance.
- Course or workshop outlines, materials used in training, including identified learning outcomes.

Evidence that the library evaluates the effectiveness of student learning during courses, workshops on information competency and use of the LLSS.

Evidence that data linking purchases to educational programs and SLO’s defined by educational programs and by assessments of student learning.

A description of library acquisition plans related to educational plans.

- Data and analyses of the institutional evaluations of library holdings by faculty (or disciplines or programs), students, and any external reviewers.
- Other analyses showing relationship between library use and student learning.
Evidence that includes a description of hours of operation or access, description of remote access to Library and LRC holdings, capacity of the remote means of delivery, any contingencies on turn around time, limits to access relative to on-campus students.

Evidence that holdings are related to educational programs and that all educational program needs have adequate materials in the library.

Evidence that there is access to Library and LSS for remote students/staff institutional policies on remote access, including personnel policies that describe access provided to educational staff.

- Description of remote access practice—computer based, circulation of volumes, etc., for each remote site or population.

- Description of use of Library and LSS by remote users – students, faculty.

Evidence that includes institutional maintenance schedules, capital improvement plans. Description of security provisions for library holdings. Any institutional self-assessments of adequacy of same.

- Institutional plans for improvement of L and LSS.

Evidence that includes the formal agreements or contracts themselves, and evidence therein of the accredited institution’s expectations for services.

- Description of the contracted/ collaborated services quantity, quality, depth and currency, as in a, b, c and d, above.

- Results of evaluation of the contracted/collaborated L and LSS.

- Provisions of the contract that provide for accredited institution’s control of quality or ability to influence quality of contracted/ collaborated service.

**Standard 3A**

Evidence about how the institution determines human resource needs of programs and services.

Evidence that the institution uses analyses in determining hiring priorities.

Evidence, such as planning meeting minutes, that the institution systematically considers and relies on needs of programs and services in determining hiring priorities.

Evidence that the institution has a reasonable means for deciding what employee qualifications are needed for each position.

Evidence that the institution uses a clear and reasonable process for determining personnel selection criteria.

Evidence that hiring procedures are written and consistently applied.

Evidence that the institution verifies employee degrees, experience, and references of newly hired personnel.
Evidence of a systematic process for determining personnel evaluation criteria.

Evidence that evaluation criteria are based on job responsibilities.

Evidence that evaluation processes are written and followed.

Evidence that evaluations are conducted regularly.

Evidence that the institution uses the results of personnel evaluations for improvement.

Evidence that the institution evaluates the effectiveness in producing student learning outcomes of teachers, tutors, and others involved in the teaching-learning process.

Evidence that the institution applies an ethics document or documents for all personnel.

Evidence that the institution employs a core of full-time faculty.

Evidence that the institution employs qualified administrators and support staff in sufficient numbers.

Evidence that the institution administers its personnel policies consistently and fairly.

Evidence that the institution maintains personnel records safely.

Evidence about how the institution provides employees access to their records.

Evidence that the institution has written policies on equity and diversity.

Evidence that the institution is sensitive to issues of equity and diversity.

Evidence that programs and services are designed to provide for the range of personnel needs at the institution.

Evidence about how the institution tracks, analyzes, and uses its employment equity record.

Evidence about how the institution treats its personnel and students.

Evidence about how the institution uses identified teaching and learning needs to determine professional development opportunities.

Evidence that the institution evaluates professional development needs of its personnel.

Evidence that the institution bases its programs on identified needs.

Evidence about how participants are involved in the programs' evaluation.

Evidence that the institution assesses the use of its human resources.

Evidence that institutional plans determine human resource allocation priorities.
Evidence that human resource decisions are based on the results of evaluation of program and service needs.

**Standard 3B**
Evidence about how the institution evaluates the safety and sufficiency of its facilities.

Evidence that the institution provides adequate facilities for its programs and services.

Evidence that off-campus sites are adequate to support programs conducted at those sites.

Evidence that equipment supports the needs of its programs and services.

Evidence that equipment supports the needs of the distance modes of delivery the college offers.

Evidence about how the institution plans and maintains its facilities.

Evidence that the institution plans and maintains its facilities.

Evidence that the institution has considered the total cost of ownership when making decisions about facilities and equipment.

Evidence that the institution’s bases its building plans on the needs of programs and services.

Evidence that the institution has replacement and maintenance plans for equipment.

Evidence that the institution uses its facilities and equipment effectively.

Evidence about how the institution constructs and maintains its facilities at all locations.

Evidence about how the institution evaluates its facilities.

Evidence about how the institution evaluates the physical resources needs of its programs and services.

Evidence about how the institution plans its facilities.

Evidence about how the institution makes decisions about equipment purchases.

Evidence that long-range capital projects are based on institutional planning.

Evidence that the institution assesses the use of its physical resources.

Evidence that institutional plans determine physical resource priorities.

Evidence that physical resource decisions are based on the results of evaluation of program and service needs.

**Standard 3C**
Evidence about how the institution evaluates how well its technology meets the needs of its programs and services.
Evidence about how the institution evaluates how well its technology meets the need for college-wide communications, research, and operational systems.

Evidence about how the institution makes decisions about technology services, facilities, hardware, and software.

Evidence about how the institution evaluates the effectiveness of its technology.

Evidence that the institution assesses the need for information technology training for students and personnel.

Evidence that training is designed to meet the needs of students and personnel.

Evidence about how the institution plans and maintains its technology infrastructure and equipment.

Evidence that the institution bases its technology plans on the needs of programs and services.

Evidence that the institution has replacement and maintenance plans for its technology.

Evidence about how the institution uses and distributes its technology resources.

Evidence about how the institution assesses the technology needs of its programs and services.

Evidence that the institution assesses the use of its technology resources.

Evidence that institutional plans determine technology resource priorities.

Evidence that technology resource decisions are based on the results of evaluation of program and service needs.

**Standard 3D**

Evidence that includes copies of annual budget, audits for past three years, financial plans associated with institutional plans, budget documents prepared to grant and other external funding, data showing financial planning is regularly evaluated and the results of that evaluation, documents showing institutional fiscal commitments for foreseeable future, including contracts for services, employee agreements, loans and other debt.

Evidence that the mission and goals are used in short and long range financial planning, such as a list of financial goals, a grid showing financial contributions to meeting goals, or an introductory text to fiscal documents such as annual budgets, long range capital plans, long range financial plans, etc., that show relationship to educational goals as identified through institutional assessment and planning.

Evidence showing the fiscal planning follows institutional planning in time sequence, and that funds are used to achieve institutional plans.

Evidence that fiscal planning is evaluated on the basis of its contribution to achievement of institutional goals, not solely on the basis of accounting principles of good practice.

Evidence that the financial plans, including annual budget, capital plans, long term fiscal plans undergo periodic review and evaluation.
Evidence of a fiscal planning process and documents describing the financial planning and budgeting processes and minutes or other records showing the institution has followed those processes.

Evidence that there is an annual independent audit report and audited financial statements.

Evidence of actuarial studies, bargaining agreements, and other obligations that reflect long-term liabilities and plans to meet these fiscal liabilities.

**Standard 4A**
Evidence that shows board and other governance policies and descriptions of the participation of constituencies in decision making bodies.

Evidence that includes documents showing the transmission of recommendations from faculty and academic administrators to decision-making bodies, and descriptions of the institution’s information and decision-making process.

Evidence that includes copies of governance policies and procedures, the composition of governance bodies, minutes of meetings, and documents showing the roles academic staff plan in reviewing and planning student learning programs and services.

Evidence that includes evaluations and analyses the institution conducts of its governing and decision-making processes, and the form of communication of same to the community.

Evidence that includes the Policy Manual, institutional statement of mission, vision or philosophy, and institutional planning documents.

**Standard 4B**
Evidence that includes published statements of institutional goals that reference the board’s expectations for student learning and quality of education.

Evidence that includes documents describing the authority of the board; the absence of any external, higher authority than the board; descriptions of the board appointment and replacement process.

Evidence that includes the published bylaws.

Evidence that includes board minutes or a schedule showing board evaluation of policies.

Evidence that includes the materials from board training workshops.

Evidence that includes the policy on board membership, appointment and replacement.

Evidence that includes the board’s policy and instruments used for self evaluation, analyses and reports on the last few self-evaluations completed.

Evidence that includes the board policy statement of ethics.
Evidence that includes board minutes, statements to college constituents on this delegation of authority, the board policy manual, any contracts with administrators that specify delegation of authority, board agreements with faculty bodies regarding delegation of authority.

Evidence that includes budget documents and independent audit reports and audited financial statements showing ending year balances, audit exceptions (if any).

Evidence that includes the results of surveys, other evaluations of the president’s activities directed toward the communities served by the institutions.

Evidence that includes surveys and other evaluative instruments, and the results of evaluation. Evidence that includes descriptions of funding rules or formulas, committee minutes or other documents showing the system has assessed the needs of each institution.

Evidence that includes financial policies and manuals, the content of internal audits and reviews, annual independent external audits, fiscal program reviews conducted by other agencies, and the annual budget documents.

Evidence that includes any formal delineation of responsibilities that might be found in district/college documents, including descriptions of job duties, descriptions contained in employment contracts, and the district mapping provided to the institutions and the Commission.

Evidence: examples of written or other recorded communications.

Evidence that would include institutional analyses of performance, including fact books, reports, web page data portfolios, and publications that describe research on institutional performance.

Evidence that includes written information about institutional planning processes, minutes of meetings, records of participation in institutional evaluation and planning sessions.

Evidence that includes the system’s evaluation instruments, the results of the evaluation, and plans for improvement increasing.

Evidence that multi-college systems develop a “map” or description of district and college functions that delineates and distinguishes them clearly.