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.