

GUIDE TO EVALUATING & IMPROVING INSTITUTIONS

Community and Junior Colleges,
Western Association of Schools and Colleges

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Introduction

This Guide to Evaluating and Improving Institutions is designed to be used by institutions preparing their Self-Evaluation Report, as well as by teams conducting an evaluation team visit. The Guide is meant to provoke thoughtful consideration about whether the institution meets the Accreditation Standards at a deeper level than mere compliance. It is intended also to provide some guidance for a holistic view of an institution and its quality. In that context, the Guide complements the Manual for Institutional Self-Evaluation. The Guide is predicated on the belief that both institutional members and team evaluators use the Standards to evaluate the institution, and that they should have access to the same tools.

This

A list of potential sources of evidence follows each Standard. This non-exhaustive list is not meant to indicate which documents must be present, but that these might be sources of the evidence. There can be other evidence relevant to each college's unique mission and methods of operation that institutions should provide and evaluation teams should consider. Institutions should carefully select the evidence from their own ongoing practices to ensure it substantiates their conclusions. Evaluation teams can also request additional evidence as appropriate to support institutional claims.

Citations of Effective Practice

In addition to the Standards criteria and lists of possible evidence for use by both internal stakeholders and team evaluators, the Guide includes citations of effective practices (in boxed format following the questions and under the heading Effective Practices) related to specific Standards intended for internal stakeholders engaged in institutional self

projects should emerge from the institution's examination of its own effectiveness in accomplishing its mission in the context of student learning and student achievement, be based on the institution's analysis of data collected, and identify areas of needed change, development, and improvement. The QFE, with a 5,000 word limit, describes the projects in detail to include the following components:

- ✶ Identification of the Projects : The projects should be vital to the long -term improvement of student learning and achievement over a multi -year period;
- ✶ Desired Goals/Outcomes

Background on Regional Accreditation

Accreditation as a system of voluntary, non-

Information about Distance and Correspondence Education

Distance education (DE) and correspondence education (CE) are common delivery mechanisms in American higher education. A sizable number of institutions that are campus-based offer some portion of the curriculum and programs in a distance education format, and there are a relatively small, but growing number of institutions that offer educational services solely through distance education. In 2006, the Higher Education Act revised regulations that had restricted the use of distance education by institutions eligible for Title IV financial aid.

Evolution of the Standards

In the early 1960s initial accreditation required evidence that basic structures and processes were in place and essential resources were available to operate an institution and deliver education services to students. For example, the existence of a mission statement, president, governing board, etc., provided evidence of structures; sufficient full-time faculty with appropriate training, sufficient funds, an adequate library, etc., provided evidence of resources sufficient to support college operations and delivery of education services. Evidence of processes for supporting academic freedom, curriculum development, governance, and decision making was also required.

Beginning in the 1990s, accreditation added a requirement that colleges provide evidence that students had actually moved through college programs and were completing them. This student achievement data provided evidence that students were completing courses, persisting semester to semester, completing degrees and certificates, graduating, transferring, and getting jobs. The standards of this era also specified that institutions provide evidence that program review was conducted and that plans to improve education were developed and implemented.

The early focus on structures, resources, and processes was an approach to quality that was built on maintenance and consistency. It was not particularly education-oriented, but it was necessary to support education. The additional focus on student success in moving through the institution began to address the results of a college's efforts to produce student learning and achievement.

The ACCJC Accreditation Standards adopted in 2002 added another emphasis to accreditation's focus on student success: the focus on what students have learned as a result of attending college—student learning outcomes (SLOs). This focus required that the institution provide evidence to:

- ☒ ensure learning is the institution's core activity;
- ☒ support and produce student learning;

Characteristics of Evidence

Evaluation Report. Institutions should note that it is useful for readers when the electronic copy of the report contains hyperlinks to the relevant evidence provided on an electronic memory device.

Evidence on Student Achievement

The evidence the institution presents should be about student achievement (student movement through the institution) and should include data on the following:

- ✎ student preparedness for college, including performance on placement tests and/or placement;
- ✎ student training, needs, including local employment training needs, transfer education needs, basic skills needs, etc.;
- ✎ course completion data;
- ✎ retention of students from term to term;
- ✎ student progression to the next course/next level of course;
- ✎ student program (major) completion;
- ✎ student graduation rates;
- ✎ student transfer rates to four-year institutions;
- ✎ student job placement rates; and,
- ✎ student scores on licensure exams.

The evidence should be disaggregated by age, gender, race/ethnicity, socio-economic status, delivery mode, instructional site, cohort group, and by other categories relevant to the institution's service area and mission. (Refer to the Manual for Institutional Self-Evaluation, Section 5.4 "Requirements for Evidentiary Information" for a detailed description of evidence, and Appendix G in the

disaggregated by student populations, across the college as a whole, as well as within individual programs, by location, and by delivery method.

Student learning is the demonstrated attainment of knowledge and skills –competencies– through one or more experiences at the institution. The learning may be connected with the instruction in one portion of a class, or may represent the culmination of several years within a program of study. Student participation in institutional activities outside the classroom, and experience with student services and learning support services, also will contribute to attainment of identified learning. Learning will be measured at multiple points in a student’s time at the institution. Individual student learning is assessed for various purposes, including student certificate and degree awards, acceptance of transferred credits, advising during a student’s progression through the program of study, and increasingly for communication to employers. Aggregated student learning information, including information disaggregated by segments of the student population, will inform ongoing course adaptation, curriculum, pedagogy, and program revision, instruction and services planning and change, institution-wide decisions –including allocation and reallocation of resources, and in the presentation of information about the institution and its programs to prospective students and the community.

The ACCJC Accreditation Standards adopted in 2002 created a significant emphasis on student learning outcomes and assessment, and the use of student learning results in planning and decision-making across the institution. In order to advance institutional development toward fully meeting the practices identified in the Standards, a Rubric for Evaluating Institutional Effectiveness was promulgated in 2007. That Rubric provided examples of college practice at

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- ✖ Student learning outcomes results are used by students as they progress through their programs of study and engage in other activities of the institution.
 - ✖ The discussion of student learning is ongoing at both the institutional and programmatic levels, and is tied to data analysis, program review, planning, resource allocation and other institutional decision -

learning and student achievement.

For institutions with a baccalaureate degree: ⁷

- ¥! The baccalaureate degree program aligns with the institutional mission .
- ¥! Student demand for the baccalaureate degree demonstrates its correlation with the institutio nal mission.

Effective Practices

Evaluation Criteria:

- ¥ Planning and decisions are consistently linked to the institution's mission statement .
- ¥ Personnel, at all levels of the institution, understand how their roles further the mission of the institution.
- ¥ Decision-making bodies are able to demonstrate a alignment of all key decisions with student learning and student achievement.

For institutions with a baccalaureate degree:

- ¥ The baccalaureate program is clearly aligned with the institutional mission .
 - ¥ The institution has included the baccalaureate degree in its decision-making and planning processes, and in setting its goals for student learning and achievement.
4. The institution articulates its mission in a widely published statement approved by the governing board. The mi

student learning and achievement with internal and external stakeholders.

- 2.1 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evaluation Criteria:

- ✘ Student learning outcomes and assessments are established for all courses and programs (including non-credit instruction, student services, and learning support services).
- ✘ Learning outcomes assessments are the basis for the regular evaluation of all courses and programs.
- ✘ Improvements to courses and programs

☞ The institution annually reviews data to assess performance against

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- o! The institution disaggregates learning outcome data for student subpopulations, as identified by the institution.
 - o! The institution disaggregates student achievement data for student subpopulations, as identified by the institution.
 - o! Student subpopulations, for disaggregation, may be defined differently for student learning and student achievement.
 - ¥! The college's resource allocation is driven by program review.
 - ¥! The institution demonstrates that institutional data and evidence, including student achievement data, is used for program review and improvement.
 - ¥! If the college has distance education and/or correspondence education, it has a process for the planning, approval, evaluation, and review of courses

¥ The data

-
- ☒ The institution provides current and accurate information on student achievement to the public.
 - ☒ Student learning outcomes are publicly posted for courses and programs.
 - ☒ The institution posts its accreditation status on its website and all relevant documents.

For institutions with a baccalaureate degree:

- ☒ Information related to baccalaureate programs is clear and accurate in all aspects of this Standard, especially in regard to learning outcomes, program requirements, and student support services.

2. 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" (see endnote). (ER20)

Evaluation Criteria:

- ☒

programs.

- ☒ All course syllabi include student learning outcomes.
- ☒ The institution has processes in place to verify that all students receive a syllabus, including student learning outcomes, for each course.

For institutions with a baccalaureate degree:

- ☒ The purpose, content, course requirements, and learning outcomes of the baccalaureate program are clearly described.

5.! The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evaluation Criteria:

- ☒ The institution reviews and evaluates its policies, procedures, and publications on a regular basis.
- ☒ The institution has clearly structures and processes for conducting these reviews.

6.! 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.

Evaluation Criteria:

- ☒ The institution publishes information on the total cost of education, including tuition, fees, and other required expenses, including textbooks and other instructional materials.

7.! 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 it

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- ☒ The institution has board approved policies on student academic honesty and student behavior, which are clearly communicated to current and future students.
 - ☒ The institution has board approved policies on the faculty's responsibility on academic honesty and integrity.

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evaluation Criteria:

- ☒ There is a clear expectation that faculty distinguish between personal conviction and professionally accepted views.

10. Institutions that require conformity to specific codes of conduct of staff, faculty,

Sources of Evidence: Examples for Standard I

Listed below are examples of potential sources of evidence for Standard I. There may be

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- !! Evidence there exists a current cycle in which evaluation results are utilized in integrating planning, resource allocation, implementation, and re-evaluation
 - !! Evidence that data is both quantitative and qualitative
 - !! Evidence that well-defined, decision-making processes and authority facilitate

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly

standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through



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- knowledge and intellectual inquiry expected at the baccalaureate level.
 - ☒ Student expectations, including learning outcomes, assignments, and examinations of the upper division courses demonstrate the rigor commonly accepted among like degrees in higher education.
 - ☒ The program length and delivery mode of instruction are appropriate for the expected level of rigor.

- 6. 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. 3 (ER 9)

Evaluation Criteria:

- ☒ The institution evaluates the effectiveness of learning at each level of a course sequence or program.
- ☒ The institution schedules classes in alignment with student needs and program pathways, allowing students to complete programs within a reasonable period of time.
- ☒ The institution uses data to evaluate the degree to which scheduling facilitates completion for their diverse students' needs.

reliability.

Evaluation Criteria:

- ¥! Programs and departments have clear structures in place to determine pre-requisite criteria and to ensure their consistent application.
- ¥! If appropriate, programs and departments have protocols to evaluate students' prior learning.
- ¥

For institutions with a baccalaureate degree:

- ☒ Policies for student transfer into the baccalaureate program ensure that all program requirements are fulfilled, including completion of the minimum required semester units, prerequisites, experiential activities, and general education.

11.1 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.

Evaluation Criteria:

- ☒ The institution has adopted programmatic learning outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

- ☒

sufficient depth and variety of library materials, including technology support, to meet the learning needs of its students.

- ⌘ All campus locations/all types of students/all college instructional programs are equally supported by library services and accessibility.

For institutions with a baccalaureate degree:

- ⌘ Learning support services to support the baccalaureate degree program are sufficient to support the quality, currency, rigor, and depth of the baccalaureate degree and reflect the unique needs of the program.
- ⌘ Resource collections are sufficient in regard to the rigor, currency, and

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4. 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.

Evaluation Criteria:

- ☒ The institution determines what co-curricular programs are appropriate to its mission and students.
 - ☒ The institution evaluates the quality and effectiveness of its co-curricular programs on a regularly basis.
 - ☒ The institution has policies and/or procedures in place to oversee the effective operation of athletic and co-curricular programs.
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 (o) -prrrtgramtcfeauof



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- ✖ The institution has an established process to maintain student records permanently, securely, and confidentially, with a provision for secure backup of all files, regardless of the form in which those files are maintained.
 - ✖ The institution publishes and follows its established policies for release of student records.

Sources of Evidence: Examples for Standard II

Listed below are examples of potential sources of evidence for Standard II. There may be many other sources relevant to each college's unique mission that institutions should provide

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

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- ! ! Evidence that clear and complete information about degrees and certificates offered in DE/CE mode is made available to students in publications and course syllabi
 - ! ! Evidence that transfer policies are made available to students and how they apply to DE/CE
 - ! ! Evidence that articulation agreements including DE/CE courses exist and are regularly evaluated
 - ! ! Evidence that publications and other representations of the college that relate to its DE/CE activities are clear and accurate
 - ! ! Evidence that the college has appropriate and effective mechanisms in place to verify that the students registered are the students participating in the DE/CE courses/programs and receiving the credit (student identity)
 - ! !

delivery, any contingencies on turnaround time, limits to access relative to on campus students

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

C. Student Support Services

- !! Evidence the institution systematically evaluates its student support services in light of its stated mission
- !! Evidence student support services support learning
- !! Evidence that the catalog contains items specified in Standards
- !! Evidence the institution assesses student needs for services and provides for them
- !! Evidence the institution assesses student needs for services regardless of location or mode of instructional delivery and provides them
- !! Evidence activities encouraging personal development are made available to students
- !! Evidence 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, including online students and students at off-campus locations
- !! Evidence that those responsible for counseling/advising are appropriately trained
- !! Evidence the institution develops, implements, and evaluates the effectiveness of services that enhance student understanding and appreciation of diversity
- !! Evidence admissions practices and placement instruments are regularly evaluated
- !! Evidence 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 results are used for improvement
- !! Evidence that analysis of review of student service programs includes verification that services contribute to student learning outcomes
- !! Evidence specifically pertaining to the baccalaureate degree, if the institution offers one
- !! Evidence that student support services promote successful learning in DE/CE courses/programs
- !! Evidence that the catalog containing the specified items and other policies are made available to DE/CE students in an appropriate format
- !! Description of the services provided that are developed to address the needs of students with remote access to the institution
- !! Data on use of support services by remote users, students as well as faculty
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- ! ! Evidence that the institution develops, implements, and evaluates counseling and/or academic advising that takes into account the needs of students enrolled in DE/CE programs
 - ! ! Evidence that those responsible for counseling/ advising are trained to address the needs of students enrolled in DE/CE programs and address these needs in a timely manner
 - ! ! Evidence that the institution develops, implements, and evaluates the effectiveness

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution (s).

A. Human Resources

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. Crite

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- ✖ The college demonstrates that it has a consistent process to verify that faculty selected for hire have adequate and appropriate knowledge of their subject matter.
 - ✖ The college has a formal process for vetting credentials, and other forms of preparation, to ensure that qualified faculty are selected for hire.
 - ✖ All faculty job descriptions include the responsibility for curriculum oversight and student learning outcomes assessment.

For institutions with a baccalaureate degree:

- ✖ The qualifications for faculty teaching upper division courses in the baccalaureate degree include the requirement for a master's degree (or academic credentials at least one level higher than a baccalaureate degree) or doctoral degree, in an appropriate discipline.
- ✖ In cases where no Master's degree is available for the field of study, the

expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evaluation Criteria:

- ☒ The college has a process in place to ensure that evaluations lead to improvement of job performance.
- ☒ The college demonstrates that performance evaluations are completed on a regular basis.
- ☒ Evaluation criteria accurately measure the effectiveness of personnel in performing their duties.

6.

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- 11.! The institution upholds a written code of professional ethics for all of its personnel , including consequences for violation .

Evaluation Criteria:

- ☒ The institution has an approved ethics policy for all of its personnel, which delineates consequences for violation.

- 12.! 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.

Evaluation Criteria:

- ☒ The institution offers professional development programs consistent with its mission.
- ☒ The institution has methods to identify professional development needs of its faculty and other personnel.
- ☒ The college engages in meaningful evaluation of professional development activities and uses results for improvement.
- ☒ The college measures the impact of professional development activities on the improvement of teaching and learning.

<p style="text-align: center;">Effective Practices</p>

<p>Professional development, inclusive of board members, CEO, leadership throughout the institution, full -time and adjunct faculty, and staff, is aligned with the priorities and strategies of the institutional focus on student success.</p>
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- 13.! The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evaluation Criteria:

- ☒ The institution has provisions for keeping personnel records secure and confidential.
- ☒ The institution provides employees access to their records.

B. Physical Resources

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.

Evaluation Criteria:

- ☒ The institution ensures that all facilities are safe.

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- ☒ The institution regularly evaluates whether it has sufficient physical resources at all locations.
 - ☒ The institution has a process by which all personnel and students can report unsafe physical facilities.
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 an

C. Technology Resources

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backup.

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 ins

financial stability of the program.

- 2.1 The institution's mission and goals are the 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.

Evaluation Criteria:

- ☒ The institution reviews its mission and goals as part of the annual fiscal planning process.
- ☒ The institution identifies goals for achievement in any given budget cycle.
- ☒ The institution establishes priorities among competing needs so that it can predict future funding. Institutional plans exist, and they are clearly linked to financial plans, both short-term and long-range.
- ☒ The financial planning process relies primarily on institutional plans for content and timelines.
- ☒ The institution can provide evidence that past fiscal expenditures have supported achievement of institutional plans.
- ☒ The governing board and other institutional leadership receive information about fiscal planning that demonstrates its links to institutional planning.
- ☒ The ending balance of unrestricted funds for the immediate past three years is sufficient to maintain a reserve needed for emergencies.
- ☒ The institution's process for receiving revenues does not pose cash-flow difficulties. When there is a cash-flow issue, the college has a process to rectify those difficulties.
- ☒ The institution has sufficient insurance to cover its needs. If the institution is self-funded in any insurance categories, it has sufficient reserves to handle financial emergencies.

- 3.1 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.

Evaluation Criteria:

- ☒ Institution has established processes for financial planning and budget development, which are made known to college constituents.
- ☒ The college's mechanisms or processes are used to ensure constituent participation in financial planning and budget development.

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evaluation Criteria:

✎ Individuals involved in institutional planning receive accurate information about available funds, including the annual budget showing ongoing and



budget and other fiscal planning.

- ✶ The Institution allocates resources to the payment of its liabilities and funds/reserves to address long-term obligations. Resources are directed to actuarially developed plans for Other Post -Employment Benefit (OPEB) obligations.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post -Employment Benefits (OPEB),

☒ Student loan default rates, revenues, and related matters are monitored

Sources of Evidence: Examples for Standard III

Listed below are examples of potential sources of evidence for Standard III. There may be many other sources relevant to each college's unique mission that institutions should provide and teams should consider.

Standard III: Resources

A. Human Resources

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

!! Evidence the institution evaluates professional development needs of its personnel
!!

B. Physical Resources

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- ! ! Evidence the institution has replacement and maintenance plans for online equipment, teaching and services.
 - ! ! Evidence the institution uses its facilities and equipment, including those related to DE/CE, effectively
 - ! ! Evidence of procedures for approving proctored sites

C. Technology Resources

D. Financial Resources

! ! Evidence that includes copies of the annual budget, audits for past three years,

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and

Evaluation Criteria:

- ✖ The college has processes to document and communicate decisions across the institution.

7. Leadership roles and the institution's governance and decision-

-
3. Through established policies and procedures, the CEO guides institutional

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6. The CEO works and communicates effectively with the communities served by the institution.

Evaluation Criteria:

- ☒ The CEO ensures that communities served by the college are regularly informed about the institution.

C. Governing Board

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. (ER 7)

Evaluation Criteria:

- ☒ The institution has a policy manual or other compilation of policy documents that delineates the governing board's accountability for academic quality, integrity, the effectiveness of learning programs and services, and institution's financial stability. These policies are reviewed on a regular basis.
- ☒ The institution's board policies address quality improvement and adherence to the institution's mission and vision.

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evaluation Criteria:

- ☒ Board members, individually, demonstrate their support for board policies and decisions.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/ or the district/system.

Evaluation Criteria:

- ☒ The board has an established process for conducting a search and the selection of the chief administrator.
- ☒ The board has an established process in its evaluation of the chief administrator's performance on implementation of board policies and achievement of institutional goals.
- ☒ The board sets clear expectations for regular reports on institutional performance from the chief administrator.

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. (ER 7)

Evaluation Criteria:

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- ✖ The governing board is appropriately representative of the public interest and lacks conflict of interest.
 - ✖ The composition of the governing board reflects public interest in the institution.
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.

Evaluation Criteria:

- ✖ The Board has approved policies, institutional goals or other formal statements that describe governing board expectations for quality, integrity and improvement of student learning programs and services.
- ✖ The governing board is aware of the institution -set standards and analysis of results that have led to the improvement of student achievement and learning.
- ✖ The governing board is an independent decision -making body. Its actions are final and not subject to the actions of any other entity.

Effective Practices

The governing board supports resource allocation (and re -allocation) for capacity building within the institution to promote and sustain student learning, equity, success, and achievement.

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating

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8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and

✘ Less than half of the board members are owners of the institution. A majority of governing board members are non-owners of the institution.

12.

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 planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evaluation Criteria:

- ☒ The district/system is knowledgeable regarding the established policies and/or practices which demonstrate the delineation of roles and responsibilities for the district/system and the colleges.
- ☒ The delineation of responsibilities is regularly evaluated for effectiveness.
- ☒
