



# Accreditation Survey

The Accreditation Workgroup has been working on the Institutional Self-Evaluation Report for the past year. We are seeking input from all college constituents, including faculty, staff and students to examine how well the College is doing to provide high quality instruction, services, and learning environment. Please let us know how we are doing and how we can do better. Your input is critical for us to maintain our accreditation status. Your responses will be anonymous. Thank you!

\* Required

## 1. Demographics \*

Please select your status at the college

- Student
- Full-Time Faculty
- Part-Time Faculty
- Classified Professional
- Administrator
- Other

## STANDARD REVIEW

### 2. Which ISER Standard are you reviewing?

- Sections A - F
- Standard IA Mission
- Standard IB Assuring Academic Quality and Institutional Effectiveness
- Standard IC Institutional Integrity
- Standard IIA Instructional Programs
- Standard IIB Library and Learning Support Services
- Standard IIC Student Support Services
- Standard IIIA Human Resources
- Standard IIIB Physical Resources
- Standard IIIC Technology Resources
- Standard IIID Financial Resources
- Standard IVA Decision-Making Roles and Processes
- Standard IVB Chief Executive Officer
- Standard IVC Governing Board
- Standard IVD Multi-College Districts or Systems

## Section A - Section F

Please provide general feedback regarding these introductory sections.

### 3. Section A. Introduction

Does this section help readers of the report become familiar with the college, its mission, its students, and the communities it serves? Does this section include the following subsections to provide context for the institution's mission and educational offerings:

- *A brief history of the institution, including the year of establishment, highlighting major events or developments that have occurred since the last comprehensive review;*
- *Tables/charts showing enrollment trends, disaggregated as appropriate to the institution's mission and student population;*
- *Summary-level labor market, demographic, and socio-economic data for the service area;*
- *Names and locations, including addresses, of sites where 50% or more of a program, certificate, or degree is available to students and any other off-campus sites or centers, including international sites; and*
- *A list of any specialized or programmatic accreditations held by the institution.*

### 4. Section B: Presentation of Student Achievement Data and Institution-Set Standards

Does this section demonstrate that the institution has set performance standards, gathered data on these metrics, and analyzed the actual results against its standards? Does this section provide charts or tables containing data for institution-set standards and other student achievement metrics relevant to the institution's mission and goals (data may be disaggregated for relevant subpopulations of students, as appropriate to the mission)?

## 5. Section C: Organization of the Self-Evaluation Process

Does this section provide a brief explanation (using tables, narrative, or a combination) of how the institution organized its self-evaluation process. Include the individuals and constituent groups who were involved, what their responsibilities were, and timelines of major activities leading to completion?

## 6. Section D: Organizational Information

Does this section provide readers with context for the institution's structure. Include organizational charts for each major function/division or department, with a listing of the names of individuals holding each position. For institutions with a corporate structure, the relationship of the corporation to the accredited college, including roles and responsibilities of both entities, must be included in this section?

## 7. Section E: Certification of Continued Institutional Compliance with Eligibility Requirements

Does this section provide a brief narrative analysis and links to evidence demonstrating the institution's ongoing compliance with five individual Eligibility Requirements (ERs)?  
*Institutions address the remaining ERs in their responses to associated Accreditation Standards*

## 8. Section F: Certification of Continued Institutional Compliance with Commission Policies and Federal Regulations

Does this section provide evidence of the institution's ongoing compliance with specific ACCJC policies and federal regulations? Does it include brief narratives and links to evidence demonstrating institutional compliance with each policy? *If appropriate, institutions may provide references to other sections of the ISER where more detailed narrative and additional evidence related to the specific policy or regulation can be found.*

## 9. Are you reviewing another section/Standard?

Selecting "Yes" will take you back to *Standard Review - to select the next Standard you want to review.*

Yes

No

## 10. Which ISER Standard are you reviewing?

- Sections A - F
- Standard IA Mission
- Standard IB Assuring Academic Quality and Institutional Effectiveness
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- Standard IIIA Human Resources
- Standard IIIB Physical Resources
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- Standard IVD Multi-College Districts or Systems

## STANDARD IA MISSION

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly,

11. I.A.1. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

*REVIEW CRITERIA: The institution's mission addresses the institution's educational purpose*

*REVIEW CRITERIA: The mission defines the student population the institution serves.*

*REVIEW CRITERIA: The institution's educational purpose is appropriate to an institution of higher learning. REVIEW CRITERIA: The mission addresses the types of degrees, credentials, and certificates the institution offers.*

*REVIEW CRITERIA: The mission demonstrates the institution's commitment to student learning and student achievement.*

12. I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

*REVIEW CRITERIA: The institution reports and analyzes data that are directly related to its mission. For example, if the mission states that the institution grants degrees, then the institution reports and analyzes degree achievement data.*

*REVIEW CRITERIA: The institution uses those mission-related data to set institutional priorities and improve practices and processes towards meeting its mission.*

13. I.A.3. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution can demonstrate that its programs and services align with its mission.

REVIEW CRITERIA: Planning and decisions are consistently linked to the institution's mission.

REVIEW CRITERIA: Decision-making bodies are able to demonstrate alignment of all key decisions, including resource allocation decisions, with the college's mission, especially to its commitment to student learning and student achievement.

14. I.A.4. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution's mission is approved by the governing board.

REVIEW CRITERIA: The mission is published in multiple locations, including the college catalog.

REVIEW CRITERIA: The institution follows its process for reviewing and updating its mission.

15. Are you reviewing another Standard? \*

Selecting "Yes" will take you back to *Standard Review - to select the next Standard you want to review.*

Yes

No



## 16. Which ISER Standard are you reviewing?

- Standard IA Mission
- Standard IB Assuring Academic Quality and Institutional Effectiveness
- Standard IC Institutional Integrity
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- Standard IIIA Human Resources
- Standard IIIB Physical Resources
- Standard IIIC Technology Resources
- Standard IIID Financial Resources
- Standard IVA Decision-Making Roles and Processes
- Standard IVB Chief Executive Officer
- Standard IVC Governing Board
- Standard IVD Multi-College Districts or Systems

## STANDARD IB ASSURING ACADEMIC QUALITY & INSTITUTIONAL EFFECTIVENESS

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly,

17. I.B.1. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution has a structured dialog on student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

REVIEW CRITERIA: The dialog occurs on a regular basis and stimulates plans for improvement.

REVIEW CRITERIA: The dialog uses the analysis of evidence, data, and research in the evaluation of student learning.

18. I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: Student learning outcomes and assessments are established for all instructional programs, learning support services, and student support services.

REVIEW CRITERIA: Learning outcomes assessments are the basis for the regular evaluation of all courses and programs.

REVIEW CRITERIA: The institution provides for systematic and regular review of its instructional and student support services.

19. I.B.3. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution has established criteria and processes to determine appropriate, institution-set standards for student achievement appropriate to its mission, including standards for course completion, program completion, transfer, job placement rates, and licensure examination passage rates. The metrics both monitor and challenge institutional performance.

REVIEW CRITERIA: In addition to the above metrics, institutions must demonstrate they are aware of, and use the key metrics used in the USDE College Scorecard.

REVIEW CRITERIA: There is broad-based understanding of the priorities and actions to achieve and exceed institution-set standards.

REVIEW CRITERIA: The institution annually reviews data to assess performance against institution-set standards.

REVIEW CRITERIA: If the institution does not meet its own standards, it establishes and implements plans for improvement which enable it to reach these standards.

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20. I.B.4. The institution USES assessment data and organizes its institutional processes to support student learning and student achievement.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: Assessment data drives college planning to improve student learning and student achievement.

REVIEW CRITERIA: Institutional processes are organized and implemented to support student learning and student achievement.

21. I.B.5. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The college has established and uses program review processes that incorporate systematic, ongoing evaluation of programs and services using data on student learning and student achievement. These processes support programmatic improvement, implementation of modifications, and evaluation of the changes for continuous quality improvement.

REVIEW CRITERIA: The program review process demonstrates how goals and objectives and the data provide information about how well the college is achieving its mission

REVIEW CRITERIA: Data assessment and analysis drive college planning to improve student learning and student achievement.

REVIEW CRITERIA: Data used for assessment and analysis is disaggregated to reflect factors of difference among students, as identified by the institution.

22. I.B.6. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: Disaggregation of data:

-The institution disaggregates learning outcome data for student subpopulations, as identified by the institution.

-The institution disaggregates student achievement data for student subpopulations, as identified by the institution.

-Student subpopulations, for disaggregation, may be defined differently for student learning and student achievement.

REVIEW CRITERIA: Disaggregated data are analyzed, and learning and/or achievement gaps, if any, are reported.

REVIEW CRITERIA: The institution demonstrates that institutional data and evidence, including student achievement data, is used for program review and improvement.

REVIEW CRITERIA: The college's resource allocation is driven by program review (or other institutional evaluation process).

23. I.B.7. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution has a regular review cycle for its policies and procedures to assure their continued effectiveness.

REVIEW CRITERIA: The institution regularly evaluates its institutional planning and evaluation processes to determine their efficacy.

REVIEW CRITERIA: The institution regularly evaluates its program review processes to determine their efficacy.

REVIEW CRITERIA: The institution regularly evaluates its resource allocation processes to determine their efficacy.

REVIEW CRITERIA: The institution regularly evaluates its governance structure and decision-making processes to determine their efficacy.

REVIEW CRITERIA: The institution uses the results from assessment processes to develop and implement plans for improvement.

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24. I.B.8. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution demonstrates that communication of its assessment and evaluation to internal and external stakeholders occurs regularly.

REVIEW CRITERIA: Institutional evaluation reports and program reviews can be accessed by constituencies.

REVIEW CRITERIA: The strengths and weaknesses of the institution as identified by the assessment are clearly communicated to the college community.

REVIEW CRITERIA: The data supported discussion on strengths and weaknesses is used to set institutional priorities.

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25. I.B.9. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: Comprehensive institutional planning is designed to accomplish the mission and improve institutional effectiveness and academic quality.

REVIEW CRITERIA: Institutional planning must:

- o happen on a regular basis
- o include wide participation across the college-wide community
- o use valid data sources
- o follow consistent processes

REVIEW CRITERIA: Institutional planning integrates program review, resource allocation, strategic and operational plans, and other elements.

REVIEW CRITERIA: Comprehensive planning addresses short- and long-term needs of the institution.

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26. Are you reviewing another Standard? \*

Selecting "Yes" will take you back to Question 2. Standard Review - to select the next Standard you want to review.

Yes

No

## 27. Which ISER Standard are you reviewing?

- Standard IA Mission
- Standard IB Assuring Academic Quality and Institutional Effectiveness
- Standard IC Institutional Integrity
- Standard IIA Instructional Programs
- Standard IIB Library and Learning Support Services
- Standard IIC Student Support Services
- Standard IIIA Human Resources
- Standard IIIB Physical Resources
- Standard IIIC Technology Resources
- Standard IIID Financial Resources
- Standard IVA Decision-Making Roles and Processes
- Standard IVB Chief Executive Officer
- Standard IVC Governing Board
- Standard IVD Multi-College Districts or Systems

## STANDARD IC INSTITUTIONAL INTEGRITY

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly,

28. I.C.1. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution conducts regular review of the information it publishes to ensure its clarity, accuracy, and integrity.

REVIEW CRITERIA: The institution can document processes for regular review of catalog information and website information.

REVIEW CRITERIA: The institution provides current and accurate information on student achievement to the public.

REVIEW CRITERIA: Student learning outcomes for courses and programs are published or can be accessed by the public.

REVIEW CRITERIA: The institution posts its accredited status on its website and in all relevant documents.

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29. I.C.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"

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution provides a print or online catalog, which is easily accessible to all interested parties.

REVIEW CRITERIA: The catalog presents accurate and current information for all required details listed in "Catalog Requirements."

REVIEW CRITERIA: The college describes the frequency for catalog publication and process for dissemination.

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30. I.C.3. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution collects assessment data on student achievement and student learning, and makes determinations regarding their meaning.

REVIEW CRITERIA: The institution makes its data and analysis public to internal and external stakeholders.

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31. I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution clearly describes its certificates and degrees in its catalog, including expected program learning outcomes.

REVIEW CRITERIA: Program descriptions include course sequence, units or credit hours, prerequisites, admission requirements if different from college admission requirements.

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

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution reviews and evaluates its college-level policies (Board policies are addressed in Standard IV), procedures, and publications on a regular basis to assure integrity and consistency of information in the several places where the same information is published.

REVIEW CRITERIA: The institution has clear structures and processes for conducting these reviews.

33. I.C.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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

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

REVIEW CRITERIA: Tuition is consistent for all courses regardless of program. If there is program specific tuition, the institution can provide a rationale for the difference.

34. I.C.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 its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution has governing board policies on academic freedom and responsibility.

REVIEW CRITERIA: These policies are regularly reviewed by the governing board.

REVIEW CRITERIA: Policies are published in easily accessible locations.

35. I.C.8. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution has board approved policies on student academic honesty and student behavior, which are clearly communicated to current and future students.

REVIEW CRITERIA: The institution has board approved policies on the faculty's responsibility regarding academic honesty and integrity.

REVIEW CRITERIA: The institution has board approved policies that promote honesty, responsibility, and integrity of all employees and include consequences for dishonesty.

REVIEW CRITERIA: The institution has procedures for authenticating student identity in DE/CE courses

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

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: There is a clear expectation that faculty distinguish between personal conviction and professionally accepted views.

37. I.C.10 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution clearly communicates its requirements of conformity to codes of conduct of staff, faculty, administrators, and students.

REVIEW CRITERIA: If a college seeks to instill specific beliefs or world views, it has policies to give clear prior notice of such adherence to specific beliefs or world views, including statements in the catalog and/or appropriate faculty and student handbooks.

38. I.C.11 Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution has protocols in place to ensure that curricula offered in foreign locations, to non U.S. Nationals, adheres to the Commission's "Policy on Principles of Good Practice in Overseas International Education Programs for Non U.S. Nationals."

REVIEW CRITERIA: If the institution promotes its distance education in foreign locations, the promotion of these activities aligns with the institution's mission and the objectives for its DE.

39. I.C.12 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution has made public all required reports and documents regarding its compliance with ACCJC Standards and policies.

REVIEW CRITERIA: The institution can demonstrate that it consistently meets all reporting deadlines to the ACCJC.

REVIEW CRITERIA: The institution complies with the ACCJC Policy on Rights and Responsibilities of the Commission and Member Institutions. The institution has publicly disclosed the dates for the upcoming comprehensive peer review visit and has solicited third-party comment.

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40. I.C.13 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution's communications with external agencies are clear and accurate.

REVIEW CRITERIA: The institution clearly communicates any changes in its accredited status to the Commission, students, and the public in a timely manner.

REVIEW CRITERIA: The institution complies with the USDE's regulation on public notifications.

41. I.C.14 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 interests.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution's policies and practices demonstrate that delivering high quality education is paramount to other objectives.

REVIEW CRITERIA: The institution can demonstrate that decisions regarding finance have not compromised its commitment to high educational quality.

42. Are you reviewing another Standard? \*

Selecting "Yes" will take you back to Question 2. Standard Review - to select the next Standard you want to review.

Yes

No

### 43. Which ISER Standard are you reviewing?

- Standard IA Mission
- Standard IB Assuring Academic Quality and Institutional Effectiveness
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## STANDARD II.A INSTRUCTIONAL PROGRAMS

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

44. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: All course and program offerings, whether traditional or distance education and/or correspondence education (DE/CE), align with the stated mission of the institution.

REVIEW CRITERIA: Course and program offerings are appropriate for post-secondary education.

REVIEW CRITERIA: Program descriptions include expected student learning outcomes and list the degrees and certificates that can be earned.

REVIEW CRITERIA: The institution can supply data that students actually achieve degrees and certificates



45. II.A.2 Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: Faculty are involved in curriculum development for courses and programs.

REVIEW CRITERIA: Faculty ensure that course content and methods of instruction meet generally accepted academic and professional standards of higher education.

REVIEW CRITERIA: Faculty evaluate and discuss the relationship between teaching methodologies and student performance on a regular basis.

REVIEW CRITERIA: Criteria used in program review include relevancy, appropriateness, achievement of learning outcomes, currency, and planning for the future.

REVIEW CRITERIA: The program review process is consistently followed for all college programs, regardless of the type of program (collegiate, developmental, etc.) and mode of delivery.

REVIEW CRITERIA: Program review includes analysis of student achievement data (course completions and degree/certificate completions) and student learning data (SLO assessment results).

REVIEW CRITERIA: The results of program review are used in institutional planning.

46. 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. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution has established a procedure for identifying student learning outcomes for courses, programs, certificates, and degrees.

REVIEW CRITERIA: Student learning outcomes are in place for the institution's courses, programs, certificates and degrees.

REVIEW CRITERIA: All faculty regularly assess learning outcomes in courses and programs.

REVIEW CRITERIA: Current, officially approved course outlines include student learning outcomes.

REVIEW CRITERIA: All syllabi include student learning outcomes as listed on the officially approved course outlines.

REVIEW CRITERIA: Learning outcomes for courses and programs offered as DE/CE match the learning outcomes for the same courses and programs when taught in traditional mode.

REVIEW CRITERIA: Institutions have structures in place to verify all students receive a

47. II.A.4 If the institution offers pre-collegiate level2 curriculum, it distinguishes that curriculum from college level3 curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: Criteria and processes have been developed and are used for decision-making in regards to offering developmental, pre-collegiate, continuing and community education, short-term training, or contract education.

REVIEW CRITERIA: The college has a process and criteria for determining the appropriate credit type, delivery mode, and location of its courses and programs.

REVIEW CRITERIA: There is alignment between pre-collegiate level curriculum and college level curriculum in order to ensure clear and efficient pathways for students.

REVIEW CRITERIA: Catalog information for courses clearly delineates whether a course is pre-collegiate or college-level. Course sequencing from pre-collegiate to college-level is clearly described. Course numbering protocols indicate the level of courses.

48. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution demonstrates the quality of its instruction by following practices common to American higher education and has policies and procedures in place to define these practices.

REVIEW CRITERIA: The college follows established criteria to decide the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning of each program it offers.

REVIEW CRITERIA: All associate degrees at the college require successful completion of a minimum of 60 semester credits.

49. II.A.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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution schedules classes in alignment with student needs and program pathways, allowing students to complete programs within a reasonable period of time.

REVIEW CRITERIA: The institution uses data to evaluate the degree to which scheduling facilitates completion for their diverse students' needs.

REVIEW CRITERIA: The institution reflects on time-to-completion data in program review and institutional evaluation, and devises plans to improve completion rates.

50. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution demonstrates it understands and is meeting the needs and learning styles of its students, by identifying students by subpopulations.

REVIEW CRITERIA: The institution has established protocols to determine the appropriate delivery modes for its diverse student populations.

REVIEW CRITERIA: The institution has established and follows a policy and/or procedure for approving courses and programs for DE/CE. The procedure ensures that DE/CE courses and programs comply with federal definitions of distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) and correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing exams, and interaction with the instructor is initiated by the student as needed).

REVIEW CRITERIA: The college regularly evaluates the effectiveness of its delivery modes and uses results to guide improvements.

REVIEW CRITERIA: The college regularly assesses the changing needs of its students and uses the results of such assessments to plan or improve delivery modes, teaching methodologies, and learning support services.

REVIEW CRITERIA: The college provides equitable learning support services for DE/CE students and traditional on-campus students.

51. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: Programs and departments have clear structures in place to determine pre-requisite criteria and to ensure their consistent application.

REVIEW CRITERIA: If appropriate, programs and departments have protocols to evaluate students' prior learning.

REVIEW CRITERIA: The institution has established protocols to ensure the use of unbiased, valid measures of student learning.

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52. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution can demonstrate that at the course level, passing grades on assignments or exams link directly to students' demonstration of achieving learning outcomes.

REVIEW CRITERIA: The institution can demonstrate that course credit is awarded based on students' demonstration of achieving learning outcomes.

REVIEW CRITERIA: The institution awards credits consistent with accepted norms in higher education.

REVIEW CRITERIA: The achievement of stated programmatic learning outcomes is the basis for awarding degrees and certificates.

REVIEW CRITERIA: The institution demonstrates that it follows federal standards for clock-to-credit-hour conversions in the awarding of credit.

53. II.A.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution has approved policies and procedures to address the transfer of classes from and to other institutions, and these policies and procedures are clearly communicated to students.

REVIEW CRITERIA: Transfer of coursework policies and procedures are regularly reviewed.

REVIEW CRITERIA: The institution has developed, implemented, and evaluated

54. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW 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.

REVIEW CRITERIA: These learning outcomes are regularly assessed and results are used to drive program improvements.

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55. II.A.12 The institution requires of 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution has a faculty developed rationale for general education that serves as the basis for inclusion of courses in general education and is listed in the catalog.

56. II.A.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.5 The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: All programs include a focused study on one area of inquiry or discipline and includes key theories and practices appropriate for the certificate of achievement or associate's degree level.

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57. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution verifies and maintains currency of employment opportunities and other external factors in all of its career-technical disciplines.

REVIEW CRITERIA: The institution determines competency levels and measurable student learning outcomes based upon faculty expertise and input from industry representatives.

REVIEW CRITERIA: The institution assesses student achievement of technical and professional competencies as captured in learning outcomes of career-technical courses and programs.

REVIEW CRITERIA: CTE faculty and professional advisory groups discuss current employment standards and revise curriculum as needed.

REVIEW CRITERIA: The institution's website maintains current information of external requirements and other factors related to career-technical degree and certificate programs and current information about employment opportunities.

58. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution has established procedures regarding program elimination, including the process for which enrolled students will be able to complete their education in a timely manner with a minimum of disruption.

REVIEW CRITERIA: Program elimination procedure is clearly communicated to students.

59. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The college has a process to regularly evaluate the effectiveness of its courses and programs.

REVIEW CRITERIA: The criteria used in program review include relevancy, appropriateness, and achievement of student learning outcomes, currency, and planning for the future.

REVIEW CRITERIA: The program review process is consistently followed for all college programs, regardless of the type of program (collegiate, developmental, etc.)

REVIEW CRITERIA: The results of program evaluation are used in institutional planning.

REVIEW CRITERIA: Changes/improvements in programs have occurred as a result of the consideration of program evaluations and are evaluated for their effectiveness.

60. Are you reviewing another Standard? \*

Selecting "Yes" will take you back to Question 2. Standard Review - to select the next Standard you want to review.

Yes

No



## 61. Which ISER Standard are you reviewing?

- Standard IA Mission
- Standard IB Assuring Academic Quality and Institutional Effectiveness
- Standard IC Institutional Integrity
- Standard IIA Instructional Programs
- Standard IIB Library and Learning Support Services
- Standard IIC Student Support Services
- Standard IIIA Human Resources
- Standard IIIB Physical Resources
- Standard IIIC Technology Resources
- Standard IIID Financial Resources
- Standard IVA Decision-Making Roles and Processes
- Standard IVB Chief Executive Officer
- Standard IVC Governing Board
- Standard IVD Multi-College Districts or Systems

## STANDARD II.B LIBRARY & LEARNING 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

62. 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 library and other learning support services.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution assesses the effectiveness of its own library and learning support services in terms of quantity, quality, depth and variety.

REVIEW CRITERIA: The institution has an established evaluation process to determine it has sufficient depth and variety of library materials, including technology support, to meet the learning needs of its students.

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

REVIEW CRITERIA: The college provides equitable learning support services for DE/CF

63. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: Faculty and library personnel work together to develop and maintain appropriate library resources.

REVIEW CRITERIA: Faculty and library personnel work together to inform the selection of educational equipment and materials to support student learning.

REVIEW CRITERIA: Faculty and learning support personnel work together to develop appropriate learning support services, equipment, technology, and learning spaces.

REVIEW CRITERIA: The institution has an established evaluation process to determine it has sufficient depth and variety of materials to meet the learning needs of its students.

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64. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution uses methods to evaluate its library and other learning support services.

REVIEW CRITERIA: The evaluation assesses use, access, and relationship of the services to intended student learning.

REVIEW CRITERIA: The evaluation includes input by faculty, staff and students.

REVIEW CRITERIA: The college regularly evaluates the impact that learning support services have on student learning.

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65. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: Collaboration with other institutions or other sources for library and learning support services are evaluated for quality assurance, including services that are formalized through contractual agreements.

REVIEW CRITERIA: The institution gathers information to assess whether the services are being used and are effective.

66. Are you reviewing another Standard? \*

Selecting "Yes" will take you back to Question 2. Standard Review - to select the next Standard you want to review.

Yes

No

## 67. Which ISER Standard are you reviewing?

- Standard IA Mission
- Standard IB Assuring Academic Quality and Institutional Effectiveness
- Standard IC Institutional Integrity
- Standard IIA Instructional Programs
- Standard IIB Library and Learning Support Services
- Standard IIC Student Support Services
- Standard IIIA Human Resources
- Standard IIIB Physical Resources
- Standard IIIC Technology Resources
- Standard IIID Financial Resources
- Standard IVA Decision-Making Roles and Processes
- Standard IVB Chief Executive Officer
- Standard IVC Governing Board
- Standard IVD Multi-College Districts or Systems

## STANDARD II.C STUDENT 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

68. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution has evaluation processes in place to measure the quality of its student support services.

REVIEW CRITERIA: Evaluation occurs at regular intervals.

REVIEW CRITERIA: Student support services data or outcomes are disaggregated by location or means of delivery as appropriate to the institution's structure.

REVIEW CRITERIA: The institution has established protocols to verify that these services are of comparable quality and support student learning regardless of location or means of delivery.

REVIEW CRITERIA: Student services programs are aligned with the institutional mission.

69. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution has developed assessment methods to ascertain the effectiveness of student support services.

REVIEW CRITERIA: The institution uses evaluation results to improve student services.

70. 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 or delivery method.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution demonstrates that it assesses student needs for services regardless of location or mode of delivery, and allocates resources to provide for those services.

REVIEW CRITERIA: The institution has established protocols to verify that these services are equitable regardless of location or means of delivery.

71. II.C.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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution determines what co-curricular programs are appropriate to its mission and students.

REVIEW CRITERIA: The institution evaluates the quality and effectiveness of its co-curricular programs on a regularly basis.

REVIEW CRITERIA: The institution has policies and/or procedures in place to oversee the effective operation of athletic and co-curricular programs.

72. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution develops, implements, and evaluates counseling and/or academic advising services.

REVIEW CRITERIA: The evaluation of counseling and/or academic advising includes how these services enhance student development and success.

REVIEW CRITERIA: The institution has structures in place to verify all pertinent information on academic requirements is accurate and disseminated in a timely manner.

REVIEW CRITERIA: Professional development is provided to prepare faculty and others for their advising roles.

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73. II.C.6 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<sup>1</sup> to complete degrees, certificate and transfer goals.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution has governing board approved admission policies that are consistent with its mission.

REVIEW CRITERIA: The policies specify the qualifications of students appropriate for its programs.

REVIEW CRITERIA: The institution advises students on clear pathways to obtain their educational goals.

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74. II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution has established processes to evaluate the effectiveness of practices and tools of admissions and placement.

REVIEW CRITERIA: Evaluations of placement processes are used to ensure their consistency and effectiveness.

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75. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: 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.

REVIEW CRITERIA: The institution publishes and follows its established policies for release of student records.

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76. Are you reviewing another Standard? \*

Selecting "Yes" will take you back to Question 2. Standard Review - to select the next Standard you want to review.

Yes

No

## 77. Which ISER Standard are you reviewing?

- Standard IA Mission
- Standard IB Assuring Academic Quality and Institutional Effectiveness
- Standard IC Institutional Integrity
- Standard IIA Instructional Programs
- Standard IIB Library and Learning Support Services
- Standard IIC Student Support Services
- Standard IIIA Human Resources
- Standard IIIB Physical Resources
- Standard IIIC Technology Resources
- Standard IIID Financial Resources
- Standard IVA Decision-Making Roles and Processes
- Standard IVB Chief Executive Officer
- Standard IVC Governing Board
- Standard IVD Multi-College Districts or Systems

## STANDARD III.A HUMAN 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

78. III.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 publicly 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution demonstrates that it has developed appropriate hiring criteria.

REVIEW CRITERIA: The institution advertises open positions using appropriate venues to attract quality candidates.

REVIEW CRITERIA: The institution demonstrates it has a process to verify the qualifications of applicants and newly hired personnel.

REVIEW CRITERIA: Checks are conducted on applications regarding the equivalency of degrees from non-U.S. institutions.

REVIEW CRITERIA: The institution uses methods to ensure that qualifications for each position are closely matched to specific programmatic needs and that duties, responsibilities, and authority are clearly delineated.

REVIEW CRITERIA: The institution demonstrates that all job descriptions are directly related to the institutional mission.

REVIEW CRITERIA: The institution employs safeguards to ensure that hiring procedures are consistently followed.

79. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: 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.

REVIEW CRITERIA: The college has a formal process for vetting credentials, and other forms of preparation, to ensure that qualified faculty are selected for hire.

REVIEW CRITERIA: All faculty job descriptions include the responsibility for curriculum oversight and student learning outcomes assessment.

80. III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution demonstrates that it has a process to determine if administrators and other employees responsible for educational programs and services possess the qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

81. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution demonstrates that it verifies the qualifications of applicants and newly hired personnel.

REVIEW CRITERIA: Degrees from non-U.S. institutions are validated for equivalency.

82. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The college has a process in place to ensure that evaluations lead to improvement of job performance.

REVIEW CRITERIA: The college demonstrates that performance evaluations are completed on a regular basis.

REVIEW CRITERIA: Evaluation criteria accurately measure the effectiveness of personnel in performing their duties.

83. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution demonstrates that it has the appropriate staffing levels for each program and service.

84. III.A.8 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution has policies and practices demonstrating that part-time and adjunct faculty have opportunities for professional development, are appropriately oriented to the institution and its student populations, and are engaged in key academic processes.

85. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution has policies and practices to determine the appropriate number and qualifications for support personnel.

86. III.A.10 The institution maintains 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution has policies and practices to determine the appropriate number, qualifications, and organization of administrators.

87. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution publishes its personnel policies and makes them available for review.

REVIEW CRITERIA: The institution ensures that it administers its personnel policies and procedures consistently and equitably.

88. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution's policies and practices promote an understanding of equity and diversity.

REVIEW CRITERIA: The institution has methods to determine the kinds of support its personnel need and regularly evaluates the effectiveness of these programs and services.

REVIEW CRITERIA: The institution tracks and evaluates its record on employment diversity and equity.

REVIEW CRITERIA: The institution ensures that its personnel are treated fairly.

REVIEW CRITERIA: The institution plans for the recruitment of diverse personnel in accordance with its mission.

89. III.A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution has an approved ethics policy for all of its personnel, which delineates consequences for violation.

90. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution offers professional development programs consistent with its mission.

REVIEW CRITERIA: The institution has methods to identify professional development needs of its faculty and other personnel.

REVIEW CRITERIA: The college engages in meaningful evaluation of professional development activities and uses results for improvement.

REVIEW CRITERIA: The college measures the impact of professional development activities on the improvement of teaching and learning.

91. III.A.15 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution has provisions for keeping personnel records secure and confidential.

REVIEW CRITERIA: The institution provides employees access to their records.



**92. Are you reviewing another Standard? \***

Selecting "Yes" will take you back to Question 2. Standard Review - to select the next Standard you want to review.

- Yes
- No

**93. Which ISER Standard are you reviewing?**

- Standard IA Mission
- Standard IB Assuring Academic Quality and Institutional Effectiveness
- Standard IC Institutional Integrity
- Standard IIA Instructional Programs
- Standard IIB Library and Learning Support Services
- Standard IIC Student Support Services
- Standard IIIA Human Resources
- Standard IIIB Physical Resources
- Standard IIIC Technology Resources
- Standard IIID Financial Resources
- Standard IVA Decision-Making Roles and Processes
- Standard IVB Chief Executive Officer
- Standard IVC Governing Board
- Standard IVD Multi-College Districts or Systems

## STANDARD III.B PHYSICAL 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

94. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution ensures that all facilities are safe.

REVIEW CRITERIA: The institution regularly evaluates whether it has sufficient physical resources at all locations.

REVIEW CRITERIA: The institution has a process by which all personnel and students can report unsafe physical facilities.

95. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution ensures that the needs of programs and services are considered when planning its buildings.

REVIEW CRITERIA: Facilities' planning is aligned with the institutional mission.

REVIEW CRITERIA: The institution ensures that program and service needs determine equipment replacement and maintenance.

96. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution regularly assesses the use of its facilities.

REVIEW CRITERIA: The institution uses the results of the evaluation to improve facilities or equipment.

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97. III.B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: Long-range capital projects are linked to institutional planning and include projections of total cost of ownership.

REVIEW CRITERIA: The institution has identified elements which constitute the definition of "total cost of ownership" that the institution uses when making decisions about facilities and equipment.

REVIEW CRITERIA: Planning processes ensure that capital projects support college goals.

REVIEW CRITERIA: The institution assesses the effectiveness that long-range capital planning has in advancing the college's improvement goals.

98. Are you reviewing another Standard? \*

Selecting "Yes" will take you back to Question 2. Standard Review - to select the next Standard you want to review.

Yes

No

### 99. Which ISER Standard are you reviewing?

- Standard IA Mission
- Standard IB Assuring Academic Quality and Institutional Effectiveness
- Standard IC Institutional Integrity
- Standard IIA Instructional Programs
- Standard IIB Library and Learning Support Services
- Standard IIC Student Support Services
- Standard IIIA Human Resources
- Standard IIIB Physical Resources
- Standard IIIC Technology Resources
- Standard IIID Financial Resources
- Standard IVA Decision-Making Roles and Processes
- Standard IVB Chief Executive Officer
- Standard IVC Governing Board
- Standard IVD Multi-College Districts or Systems

## STANDARD III.C TECHNOLOGY 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

100. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution ensures that its various types of technology needs are identified.

REVIEW CRITERIA: The institution regularly evaluates the effectiveness of its technology in meeting its range of needs.

REVIEW CRITERIA: There are provisions for reliability, disaster recovery, privacy, and security, whether technology is provided directly by the institution or through a contractual arrangement.

REVIEW CRITERIA: The institution makes decisions about use and distribution of its technology resources.

REVIEW CRITERIA: The technology infrastructure is sufficient to maintain and sustain traditional teaching and learning and DE/CE offerings.

101. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution has established provisions to ensure a robust, current, and sustainable technical infrastructure is maintained that provides maximum reliability for students, staff, and faculty.

REVIEW CRITERIA: The institution bases its technology decisions on the results of evaluation of program and service needs.

REVIEW CRITERIA: Evaluations of technology and technology services include input from end users.

REVIEW CRITERIA: The institution has developed a process to prioritize needs when making decisions about technology purchases.

102. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution allocates resources for the management, maintenance, and operation of its technological infrastructure and equipment.

REVIEW CRITERIA: The college provides an appropriate system for reliability and emergency backup.

103. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution assesses the need for information technology training for students and personnel.

REVIEW CRITERIA: The institution allocates resources for information technology training for faculty, students, and staff.

REVIEW CRITERIA: The institution regularly evaluates the training and technical support it provides for faculty and staff to ensure these programs are appropriate and effective.

104. III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution has established processes to make decisions about the appropriate use and distribution of its technology resources.

REVIEW CRITERIA: The institution publicizes these policies and processes.

**105. Are you reviewing another Standard? \***

Selecting "Yes" will take you back to Question 2. Standard Review - to select the next Standard you want to review.

- Yes
- No

**106. Which ISER Standard are you reviewing?**

- Standard IA Mission
- Standard IB Assuring Academic Quality and Institutional Effectiveness
- Standard IC Institutional Integrity
- Standard IIA Instructional Programs
- Standard IIB Library and Learning Support Services
- Standard IIC Student Support Services
- Standard IIIA Human Resources
- Standard IIIB Physical Resources
- Standard IIIC Technology Resources
- Standard IIID Financial Resources
- Standard IVA Decision-Making Roles and Processes
- Standard IVB Chief Executive Officer
- Standard IVC Governing Board
- Standard IVD Multi-College Districts or Systems

## STANDARD III.D FINANCIAL 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

107. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution has sufficient revenues to support educational improvement and innovation.

REVIEW CRITERIA: Funds are allocated in a manner that will realistically achieve the institution's stated goals for student learning.

REVIEW CRITERIA: Line items in the budget for resources support student learning programs and services.

REVIEW CRITERIA: The institution's resource allocation process provides a means for setting priorities for funding institutional improvements.

REVIEW CRITERIA: Institutional resources are carefully managed to sustain student learning programs and services and improve institutional effectiveness.



108. III.D.2 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution reviews its mission and goals as part of the annual fiscal planning process.

REVIEW CRITERIA: 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.

REVIEW CRITERIA: The financial planning process relies primarily on institutional plans for content and timelines.

REVIEW CRITERIA: The governing board and other institutional leadership receive information about fiscal planning that demonstrates its links to institutional planning.

REVIEW CRITERIA: Budget process that ties resource allocation to planning and program review.

REVIEW CRITERIA: Budget assumptions that are tied to the mission, institutional goals

109. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: Institution has established processes for financial planning and budget development, which are widely known and understood by college constituents.

REVIEW CRITERIA: The college's mechanisms or processes are used to ensure constituent participation in financial planning and budget development.

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

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: Individuals involved in institutional planning receive accurate information about available funds, including the annual budget showing ongoing and anticipated fiscal commitments.

REVIEW CRITERIA: Budget information, including the institution's fiscal condition, is sufficient in content and timing to support realistic institutional and financial planning.

REVIEW CRITERIA: Sound financial planning, including a realistic expectation of financial resource availability, are foundational elements of the institution's plans and goals.

REVIEW CRITERIA: The institution reviews its past financial results as part of planning for current and future fiscal needs

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111. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution has internal control mechanisms, including persons responsible, that govern the preparation of financial documents and ensure dependable, accurate, and timely financial information is available for sound financial decision-making.

REVIEW CRITERIA: Information about budget, fiscal conditions, and financial planning are provided throughout the college.

REVIEW CRITERIA: Individuals involved in institutional planning and management receive dependable and timely information about available funds, including the annual budget showing ongoing and anticipated fiscal commitments.

REVIEW CRITERIA: Budget information, including the fiscal condition, financial planning, and audit results, is sufficient in content and timing to support sound financial management

REVIEW CRITERIA: The institution prepares accurate financial documents through the application and maintenance of adequate internal controls

112. III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: Funds are allocated, as shown in the budget, in a manner that will realistically achieve the institution's stated goals for student learning.

REVIEW CRITERIA: The institutional budget is an accurate reflection of institutional spending and it has credibility with constituents.

REVIEW CRITERIA: Audits demonstrate the integrity of financial management practices.

113. III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: Information about budget, fiscal conditions, and audit results are provided throughout the college.

REVIEW CRITERIA: The institution remediates audit findings in a timely manner.

REVIEW CRITERIA: If the institution has received any audit findings or negative reviews during the last six years, they have been addressed in a timely manner.

114. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The Finance Department regularly conducts program review, including evaluation of effectiveness of internal controls.

REVIEW CRITERIA: The institution assesses the effectiveness of its past financial plans and the results of this assessment are used to improve current and future financial plans.

REVIEW CRITERIA: Audits demonstrate the integrity of financial management practices.

REVIEW CRITERIA: The institution reviews its internal control systems on a regular basis.

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115. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution's level of unrestricted fiscal reserves is adequate to meet financial emergencies and unforeseen occurrences.

REVIEW CRITERIA: The ending balance of unrestricted funds for the immediate past three years is sufficient to maintain a reserve needed for emergencies.

REVIEW CRITERIA: The institution has sufficient insurance to cover its needs. If the institution is selffunded in any insurance categories, it has sufficient reserves to handle financial emergencies.

REVIEW CRITERIA: The institution's process for receiving revenues does not pose cash-flow difficulties. When there is a cash-flow challenge, the college has a process to rectify those difficulties.

116. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution has established processes to assess its use of financial resources.

REVIEW CRITERIA: The institution demonstrates compliance with Federal Title IV regulations and requirements for managing federal financial aid.

REVIEW CRITERIA: The institution ensures that it assesses its use of financial resources systematically and effectively.

REVIEW CRITERIA: The institution uses results of the evaluation as the basis for improvement.

117. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution continually assesses and adjusts its capital structure and cash management strategies to ensure both short-term and long-term financial solvency.

REVIEW CRITERIA: The institution has plans for payments of long-term liabilities and obligations, including health benefits, insurance costs, building maintenance costs, etc. This information is used in short-term or annual budget and other fiscal planning.

118. 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 Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution incorporates actuarially developed plans for Other Post-Employment Benefit (OPEB) obligations into its financial plans.

REVIEW CRITERIA: The institution's pension and OPEB plans are sufficiently funded. The institution fully funds or has a plan to fully fund its annual pension and OPEB obligation (Annual required contribution [ARC]).

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119. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution has an annual assessment of debt repayment obligations.

REVIEW CRITERIA: The institution has appropriate plans to repay locally incurred debt.

REVIEW CRITERIA: The institution ensures that locally incurred debt repayment schedule does not have an adverse impact on meeting all current and future financial obligations.

120. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution's restricted funds are audited or reviewed by funding agencies on a regular basis.

REVIEW CRITERIA: Expenditures from restricted funds are made in a manner consistent with the intent and requirements of the funding source.

REVIEW CRITERIA: Bond expenditures are consistent with regulatory and legal restrictions.

REVIEW CRITERIA: The institution ensures that the financial operations of all auxiliary activities are appropriately monitored.

121. III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution's three-year default rate is within federal guidelines.

REVIEW CRITERIA: The institution has a plan to reduce the default rate if it exceeds federal guidelines.

REVIEW CRITERIA: Student loan default rates, revenues, and related matters are monitored and assessed to ensure compliance with Federal Regulation.

122. 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 its programs, services, and operations.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: If the institution has contractual agreements, they are consistent with institutional mission and goals.

REVIEW CRITERIA: The institution has appropriate control over these contracts. It can change or terminate contracts that don't meet its required standards of quality.

REVIEW CRITERIA: External contracts are managed in a manner to ensure that federal guidelines are met.

123. Are you reviewing another Standard? \*

Selecting "Yes" will take you back to Question 2. Standard Review - to select the next Standard you want to review.

Yes

No

### 124. Which ISER Standard are you reviewing?

- Standard IA Mission
- Standard IB Assuring Academic Quality and Institutional Effectiveness
- Standard IC Institutional Integrity
- Standard IIA Instructional Programs
- Standard IIB Library and Learning Support Services
- Standard IIC Student Support Services
- Standard IIIA Human Resources
- Standard IIIB Physical Resources
- Standard IIIC Technology Resources
- Standard IIID Financial Resources
- Standard IVA Decision-Making Roles and Processes
- Standard IVB Chief Executive Officer
- Standard IVC Governing Board
- Standard IVD Multi-College Districts or Systems



## STANDARD IV.A DECISION MAKING ROLES & PROCESSES

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 improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly

125. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution has formal and informal practices and procedures that encourage individuals, no matter their role, to bring forward ideas for institutional improvement.

REVIEW CRITERIA: The institution has established systems and participative processes for effective planning and implementation for program and institutional improvement.

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126. IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: Institutional policies and procedures describing the roles for each group in decision-making processes

REVIEW CRITERIA: These policies and procedures encourage student participation in matters which concern them, and take into consideration the student perspective when making decisions.

REVIEW CRITERIA: The institution has policies and procedures that describe the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters.

127. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: Institutional policies and procedures describe the roles for each group in governance, including planning and budget development.

128. IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: Institutional policies and procedures describe the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters

REVIEW CRITERIA: The institution regularly evaluates these policies and procedures to ensure they are being followed and practices are functioning effectively.

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129. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: Written policies on governance procedures specify appropriate roles for all staff and students. These policies specify the academic roles of faculty in areas of student educational programs and services planning.

REVIEW CRITERIA: Staff and students are well informed of their respective roles. The various groups collaborate on behalf of institutional improvements. The result of this effort results in documented institutional improvement.

REVIEW CRITERIA: The college has developed structures of communication that demonstrate that it values diverse perspectives.

REVIEW CRITERIA: The college demonstrates that consideration of diverse perspectives leads to setting institutional priorities and timely action.

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130. IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The college has processes to document and communicate decisions across the institution.

131. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution regularly evaluates its governance and decision-making structures. The results of these evaluations are communicated within the campus community.

REVIEW CRITERIA: The institution uses the results of these evaluations to identify weaknesses and to make needed improvements

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132. Are you reviewing another Standard? \*

Selecting "Yes" will take you back to Question 2. Standard Review - to select the next Standard you want to review.

Yes

No

### 133. Which ISER Standard are you reviewing?

- Standard IA Mission
- Standard IB Assuring Academic Quality and Institutional Effectiveness
- Standard IC Institutional Integrity
- Standard IIA Instructional Programs
- Standard IIB Library and Learning Support Services
- Standard IIC Student Support Services
- Standard IIIA Human Resources
- Standard IIIB Physical Resources
- Standard IIIC Technology Resources
- Standard IIID Financial Resources
- Standard IVA Decision-Making Roles and Processes
- Standard IVB Chief Executive Officer
- Standard IVC Governing Board
- Standard IVD Multi-College Districts or Systems

## STANDARD IV.B CHIEF EXECUTIVE OFFICER

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 improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly

134. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The CEO regularly communicates institutional values, goals, institution-set standards, and other relevant information, to internal and external stakeholders.

REVIEW CRITERIA: The CEO communicates the importance of a culture of evidence and a focus on student learning.

REVIEW CRITERIA: The institution has mechanisms in place to link institutional research, particularly research on student learning, to institutional planning processes, and resource allocation processes, which has been driven by the CEO.

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135. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution has policies and procedures which provide for the delegation of authority from the CEO to administrators, and others, consistent with their roles and responsibilities.

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136. IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
- o establishing a collegial process that sets values, goals, and priorities;
  - o ensuring the college sets institutional performance standards for student achievement;
  - o ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
  - o ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
  - o ensuring that the allocation of resources supports and improves achievement and learning; and
  - o establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: (listed within the Standard)

137. Question IV.B.4. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The CEO takes a lead role in accreditation processes and in creating a culture of commitment to continuous quality improvement.

REVIEW CRITERIA: The CEO ensures others on campus also understand accreditation.

REVIEW CRITERIA: The CEO collaborates with the institution's accreditation liaison officer to guide all accreditation efforts.

138. IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The CEO regularly communicates statutory and compliance expectations to the governing board to provide for informed decision-making.

REVIEW CRITERIA: The CEO ensures that all governance decisions are linked to the institutional mission.

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

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The CEO ensures that communities served by the college are regularly informed about the institution.

140. Are you reviewing another Standard? \*

Selecting "Yes" will take you back to Question 2. Standard Review - to select the next Standard you want to review.

Yes

No



### 141. Which ISER Standard are you reviewing?

- Standard IA Mission
- Standard IB Assuring Academic Quality and Institutional Effectiveness
- Standard IC Institutional Integrity
- Standard IIA Instructional Programs
- Standard IIB Library and Learning Support Services
- Standard IIC Student Support Services
- Standard IIIA Human Resources
- Standard IIIB Physical Resources
- Standard IIIC Technology Resources
- Standard IIID Financial Resources
- Standard IVA Decision-Making Roles and Processes
- Standard IVB Chief Executive Officer
- Standard IVC Governing Board
- Standard IVD Multi-College Districts or Systems

## STANDARD IV.C GOVERNING BOARD

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 improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly

142. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW 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.

REVIEW CRITERIA: The institution's board policies address quality improvement and adherence to the institution's mission and vision.

143. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: Board members, individually, demonstrate their support for board policies and decisions.

144. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The board has an established process for conducting a search and the selection of the chief administrator.

REVIEW CRITERIA: The board has an established process for its evaluation of the chief administrator's performance.

REVIEW CRITERIA: The board sets clear expectations for regular reports on institutional performance from the chief administrator.

---

145. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The governing board is appropriately representative of the public interest and lacks conflict of interest.

REVIEW CRITERIA: The composition of the governing board reflects public interest in the institution.

---

146. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW 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.

REVIEW CRITERIA: The governing board is aware of the institution-set standards and analysis of results that have led to the improvement of student achievement and

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

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: Board bylaws and policies regarding the governing board's specifications are readily available in print and/or online.

148. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: Governing board records (minutes, resolutions) indicate that its actions are consistent with its policies and bylaws.

REVIEW CRITERIA: The governing board has a system for evaluating and revising its policies on a regular basis.

149. IV.C.8. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The governing board regularly reviews data on student performance.

150. 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 office.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The governing board has a program for development and orientation.

REVIEW CRITERIA: The governing board has a formal, written method of providing for leadership continuity and staggered terms of office.

151. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The governing board has a self-evaluation process, as defined in its policies.

REVIEW CRITERIA: The governing board uses the results from its self-evaluation to make improvements regarding its role, functioning, and effectiveness.

152. 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 in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: When a conflict of interest is reported, the board demonstrates that it follows its conflict of interest policy.

REVIEW CRITERIA: The governing board has a stated process for dealing with board behavior that is unethical.

REVIEW CRITERIA: Less than half of the board members are owners of the institution

153. IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: Board delegation of administrative authority to the chief administrator is defined in policy or other board approved documents.

REVIEW CRITERIA: Board delegation of administrative authority is clear to all parties.

REVIEW CRITERIA: The governing board sets clear expectations for regular reports on institutional performance from the chief administrator.

REVIEW CRITERIA: The board sets clear expectations for sufficient information on institutional performance to ensure that it can fulfill its responsibility for educational quality, legal matters, and financial integrity.

---

154. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The governing board receives training about the accreditation process and Accreditation Standards, Eligibility Requirements, and Commission policies.

REVIEW CRITERIA: The governing board participates appropriately in institutional self-evaluation and planning efforts.

REVIEW CRITERIA: Governing board actions indicate a commitment to improvements planned as part of institutional self-evaluation and accreditation processes.

REVIEW CRITERIA: The governing board is informed of institutional reports due to the Commission, and of Commission recommendations to the institution.

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155. Are you reviewing another Standard? \*

Selecting "Yes" will take you back to Question 2. Standard Review - to select the next Standard you want to review.

Yes

No

156. Which ISER Standard are you reviewing?

- Standard IA Mission
- Standard IB Assuring Academic Quality and Institutional Effectiveness
- Standard IC Institutional Integrity
- Standard IIA Instructional Programs
- Standard IIB Library and Learning Support Services
- Standard IIC Student Support Services
- Standard IIIA Human Resources
- Standard IIIB Physical Resources
- Standard IIIC Technology Resources
- Standard IIID Financial Resources
- Standard IVA Decision-Making Roles and Processes
- Standard IVB Chief Executive Officer
- Standard IVC Governing Board
- Standard IVD Multi-College Districts or Systems



## STANDARD IV.D MULTI-COLLEGE DISTRICTS OR SYSTEMS

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 improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly

157. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: There are established policies and/or practices which demonstrate the delineation of roles and responsibilities for the district/system and the colleges.

---

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

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW 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.

REVIEW CRITERIA: The delineation of responsibilities is regularly evaluated for effectiveness.

REVIEW CRITERIA: District/system services are regularly evaluated with regard to their

159. 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 ensures effective control of expenditures.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The district/system's has an established policy for distributing resources to its institutions.

REVIEW CRITERIA: The policy is well-understood across the district/system.

REVIEW CRITERIA: The distribution method reflects the needs and priorities of the colleges.

REVIEW CRITERIA: The institution's most recent annual independent audit reports and audited financial statements demonstrate the district reviews and controls system-wide expenditures.

160. 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 college CEO's accountable for the operation of the colleges.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The institution has policies and practices that demonstrate delegation of authority to college CEO.

161. IV.D.5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The district/system and the colleges engage in an integrated planning and evaluation process.

REVIEW CRITERIA: District/system plans include analysis of student learning and student achievement in the district/system.

162. IV.D.6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The district/system and the colleges have an established communication protocol to ensure effective operations of the colleges are timely, accurate and complete.

REVIEW CRITERIA: The colleges are well informed about district/system issues, governing board actions and interests that have an impact on operations, educational quality, stability or the ability to provide high quality education.

163. 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.

**Based on your review of the ISER, and the review criteria below, please share if you believe the college meets this standard. Please share why or why not in the text box below.**

REVIEW CRITERIA: The district/system and the colleges have a robust evaluation process on college role delineations, governance and decision-making processes which ensure their integrity and effectiveness in assisting college in meeting their goals.

REVIEW CRITERIA: The evaluation process is conducted regularly and results of such evaluations are widely communicated.

REVIEW CRITERIA: Improvements are made as a result of these evaluations.

## Closing Feedback/Comments

Feel free to provide feedback on any Section in the ISER from Section A-H including the Quality

164. Please share any additional feedback, comments, suggestions or questions below. Thank you for your thoughtful review and feedback.

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 Microsoft Forms

# Accreditation Survey

97

Responses

244:18

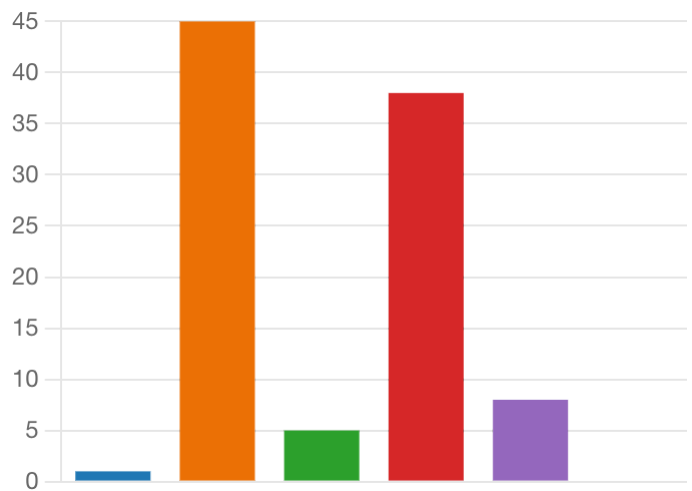
Average time to complete

Active

Status

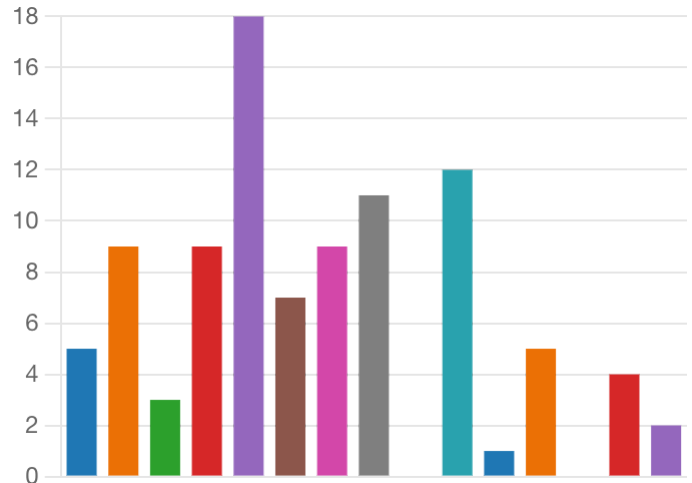
## 1. Demographics

● Student	1
● Full-Time Faculty	45
● Part-Time Faculty	5
● Classified Professional	38
● Administrator	8
● Other	0



## 2. Which ISER Standard are you reviewing?

- Sections A - F 5
- Standard IA Mission 9
- Standard IB Assuring Academic ... 3
- Standard IC Institutional Integrity 9
- Standard IIA Instructional Progr... 18
- Standard IIB Library and Learnin... 7
- Standard IIC Student Support Se... 9
- Standard IIIA Human Resources 11
- Standard IIIB Physical Resources 0
- Standard IIIC Technology Resour... 12
- Standard IIID Financial Resources 1
- Standard IVA Decision-Making R... 5
- Standard IVB Chief Executive Off... 0
- Standard IVC Governing Board 4
- Standard IVD Multi-College Dist... 2



## 3. Section A. Introduction

2  
Responses

Latest Responses

## 4. Section B: Presentation of Student Achievement Data and Institution-Set Standards

1  
Responses

Latest Responses

5. Section C: Organization of the Self-Evaluation Process

0

Responses

Latest Responses

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6. Section D: Organizational Information

2

Responses

Latest Responses

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7. Section E: Certification of Continued Institutional Compliance with Eligibility Requirements

1

Responses

Latest Responses

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8. Section F: Certification of Continued Institutional Compliance with Commission Policies and Federal Regulations

2

Responses

Latest Responses

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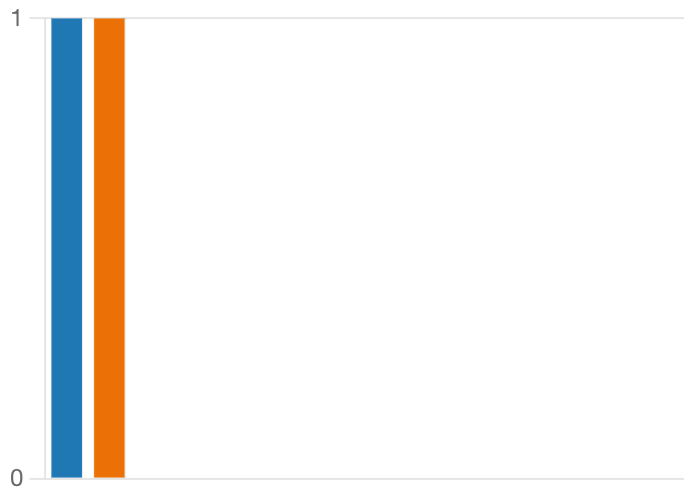
### 9. Are you reviewing another section/Standard?

- Yes 2
- No 2



### 10. Which ISER Standard are you reviewing?

- Sections A - F 1
- Standard IA Mission 1
- Standard IB Assuring Academic ... 0
- Standard IC Institutional Integrity 0
- Standard IIA Instructional Progr... 0
- Standard IIB Library and Learnin... 0
- Standard IIC Student Support Se... 0
- Standard IIIA Human Resources 0
- Standard IIIB Physical Resources 0
- Standard IIIC Technology Resour... 0
- Standard IIID Financial Resources 0
- Standard IVA Decision-Making R... 0
- Standard IVB Chief Executive Off... 0
- Standard IVC Governing Board 0
- Standard IVD Multi-College Dist... 0



11. I.A.1. 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.

6

Responses

Latest Responses

4 respondents (67%) answered **College** for this question.



12. I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

7

Responses

Latest Responses

5 respondents (71%) answered **Data** for this question.



13. I.A.3. 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.

5

Responses

Latest Responses

3 respondents (60%) answered **College** for this question.



14. I.A.4. 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.

6

Responses

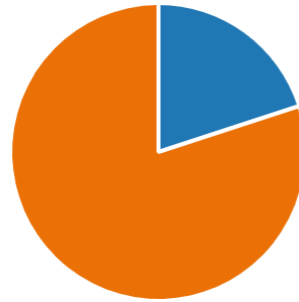
Latest Responses

3 respondents (50%) answered **mission** for this question.



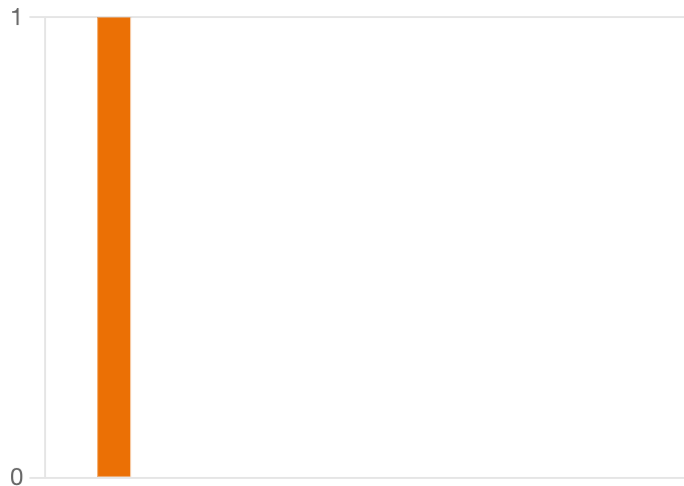
### 15. Are you reviewing another Standard?

- Yes 1
- No 4



### 16. Which ISER Standard are you reviewing?

- Standard IA Mission 0
- Standard IB Assuring Academic ... 1
- Standard IC Institutional Integrity 0
- Standard IIA Instructional Progr... 0
- Standard IIB Library and Learnin... 0
- Standard IIC Student Support Se... 0
- Standard IIIA Human Resources 0
- Standard IIIB Physical Resources 0
- Standard IIIC Technology Resour... 0
- Standard IIID Financial Resources 0
- Standard IVA Decision-Making R... 0
- Standard IVB Chief Executive Off... 0
- Standard IVC Governing Board 0
- Standard IVD Multi-College Dist... 0



17. I.B.1. 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.

0

Responses

Latest Responses

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18. I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

1

Responses

Latest Responses

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19. I.B.3. 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.

0

Responses

Latest Responses

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20. I.B.4. The institution USES assessment data and organizes its institutional processes to support student learning and student achievement.

0

Responses

Latest Responses

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21. I.B.5. 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.

1

Responses

Latest Responses

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22. I.B.6. 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.

3

Responses

Latest Responses

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23. I.B.7. 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.

0

Responses

Latest Responses

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24. I.B.8. 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.

1  
Responses

Latest Responses

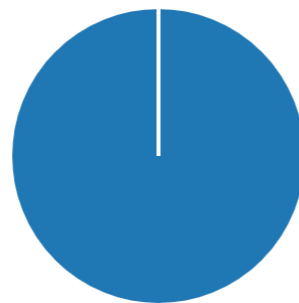
25. I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

1  
Responses

Latest Responses

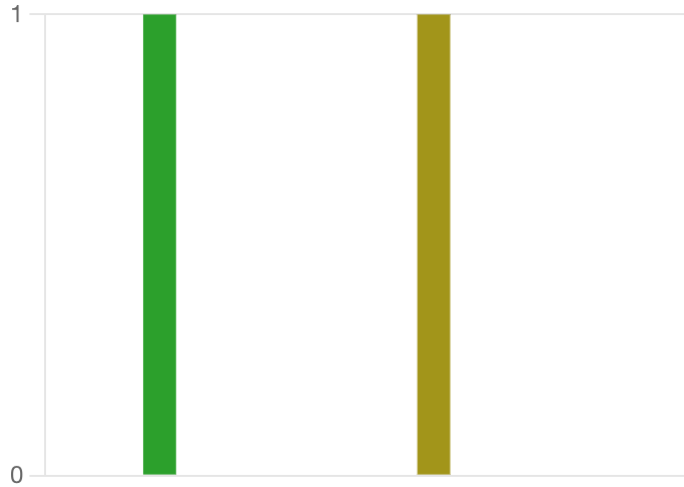
26. Are you reviewing another Standard?

● Yes 2  
● No 0



### 27. Which ISER Standard are you reviewing?

- Standard IA Mission 0
- Standard IB Assuring Academic ... 0
- Standard IC Institutional Integrity 1
- Standard IIA Instructional Progr... 0
- Standard IIB Library and Learnin... 0
- Standard IIC Student Support Se... 0
- Standard IIIA Human Resources 0
- Standard IIIB Physical Resources 0
- Standard IIIC Technology Resour... 1
- Standard IIID Financial Resources 0
- Standard IVA Decision-Making R... 0
- Standard IVB Chief Executive Off... 0
- Standard IVC Governing Board 0
- Standard IVD Multi-College Dist... 0



28. I.C.1. 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.

**1**  
Responses

Latest Responses



29. I.C.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"

1

Responses

Latest Responses

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30. I.C.3. 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.

2

Responses

Latest Responses

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31. I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

1

Responses

Latest Responses

---

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

2

Responses

Latest Responses

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33. I.C.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.

2

Responses

Latest Responses

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34. I.C.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 its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

4

Responses

Latest Responses

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35. I.C.8. 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.

3

Responses

Latest Responses

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

3

Responses

Latest Responses

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37. I.C.10 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.

1

Responses

Latest Responses

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38. I.C.11 Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

1

Responses

Latest Responses

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39. I.C.12 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.

1

Responses

Latest Responses

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40. I.C.13 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.

1

Responses

Latest Responses

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41. I.C.14 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 interests.

4

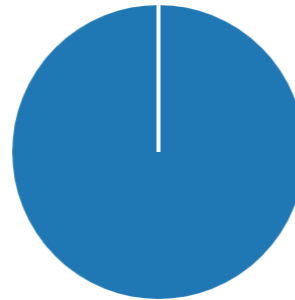
Responses

Latest Responses

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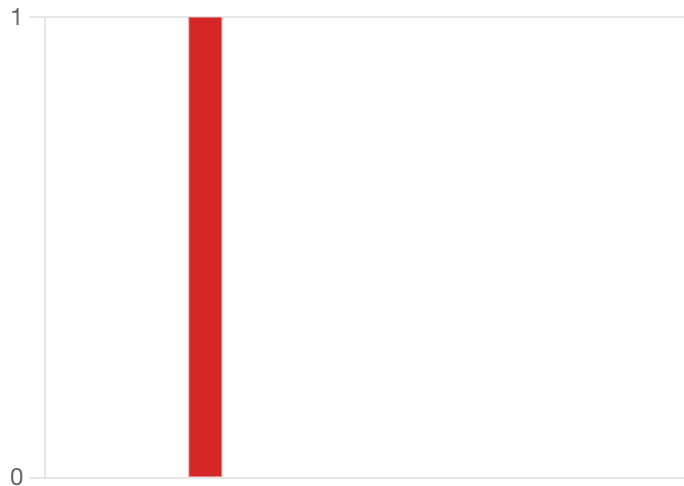
### 42. Are you reviewing another Standard?

- Yes 1
- No 0



### 43. Which ISER Standard are you reviewing?

- Standard IA Mission 0
- Standard IB Assuring Academic ... 0
- Standard IC Institutional Integrity 0
- Standard IIA Instructional Progr... 1
- Standard IIB Library and Learnin... 0
- Standard IIC Student Support Se... 0
- Standard IIIA Human Resources 0
- Standard IIIB Physical Resources 0
- Standard IIIC Technology Resour... 0
- Standard IIID Financial Resources 0
- Standard IVA Decision-Making R... 0
- Standard IVB Chief Executive Off... 0
- Standard IVC Governing Board 0
- Standard IVD Multi-College Dist... 0



44. 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.

4

Responses

Latest Responses

*"I believe Oxnard College meets this standard. The ISER explai...*

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45. II.A.2 Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

4

Responses

Latest Responses

*"Oxnard College meets this standard. Faculty in each disciplin...*

---

46. 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. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

7  
Responses

Latest Responses

*"Oxnard College meets this standard. Faculty members are re...*

3 respondents (50%) answered **SLOs** for this question.

**Curriculum committee**

**course syllabus**

**CORs and SLOs**

**SLOs process**

**Meeting the Sta**

47. II.A.4 If the institution offers pre-collegiate level2 curriculum, it distinguishes that curriculum from college level3 curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

3  
Responses

Latest Responses

*"Oxnard College meets this standard. The Curriculum Commit...*

48. 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.

3

Responses

Latest Responses

*"Oxnard College meets this standard. Faculty determine the a...*

---

49. II.A.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.

4

Responses

Latest Responses

*"Oxnard College meets this standard. Department Chairs and ...*

---

50. 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.

4

Responses

Latest Responses

*"Oxnard College meets this standard. The college uses demog...*

---



51. 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.

4  
Responses

Latest Responses

"Oxnard College meets this standard. Discipline faculty and th...

52. 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.

6  
Responses

Latest Responses

3 respondents (50%) answered **college** for this question.

outcomes and objectives

CTE course

PSLOs

course content

students

college

criteria

course credit

standard

courses

courses that ar

53. II.A.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students 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.

4

Responses

Latest Responses

---

54. 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.

2

Responses

Latest Responses

---

55. II.A.12 The institution requires of 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.

3

Responses

Latest Responses

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56. II.A.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.5 The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.

3

Responses

Latest Responses

57. 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.

5

Responses

Latest Responses

2 respondents (40%) answered **data** for this question.



58. 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.

5

Responses

Latest Responses

3 respondents (60%) answered **meet** for this question.



59. 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.

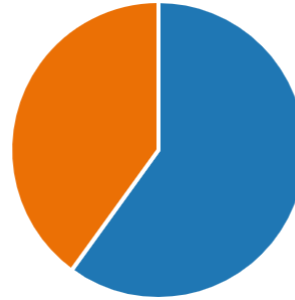
4

Responses

Latest Responses

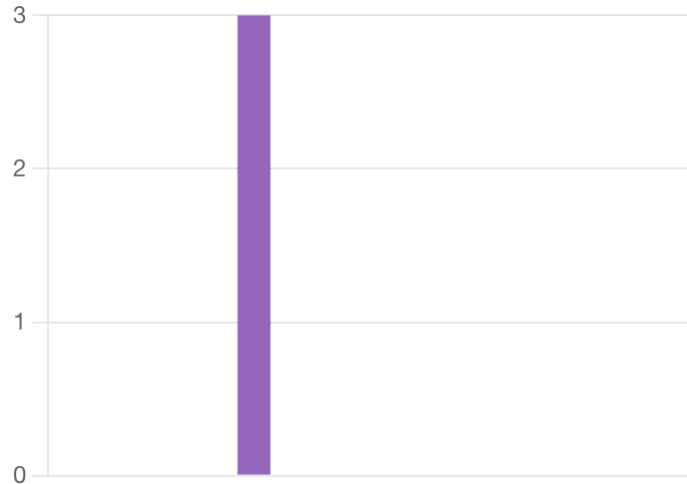
### 60. Are you reviewing another Standard?

- Yes 3
- No 2



### 61. Which ISER Standard are you reviewing?

- Standard IA Mission 0
- Standard IB Assuring Academic ... 0
- Standard IC Institutional Integrity 0
- Standard IIA Instructional Progr... 0
- Standard IIB Library and Learnin... 3
- Standard IIC Student Support Se... 0
- Standard IIIA Human Resources 0
- Standard IIIB Physical Resources 0
- Standard IIIC Technology Resour... 0
- Standard IIID Financial Resources 0
- Standard IVA Decision-Making R... 0
- Standard IVB Chief Executive Off... 0
- Standard IVC Governing Board 0
- Standard IVD Multi-College Dist... 0



62. 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 library and other learning support services.

4

Responses

Latest Responses

*"Review Criteria 2: how does the college evaluate the need an...*

---

63. 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.

4

Responses

Latest Responses

*"Review Criteria 4: an established evaluation process is not de...*

---

64. 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.

3

Responses

Latest Responses

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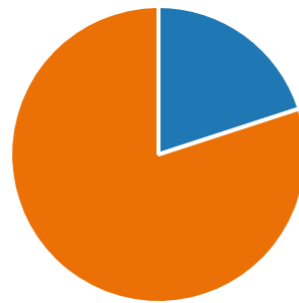
65. II.B.4 When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended 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.

4  
Responses

Latest Responses  
*"Standards met with provided evidence."*

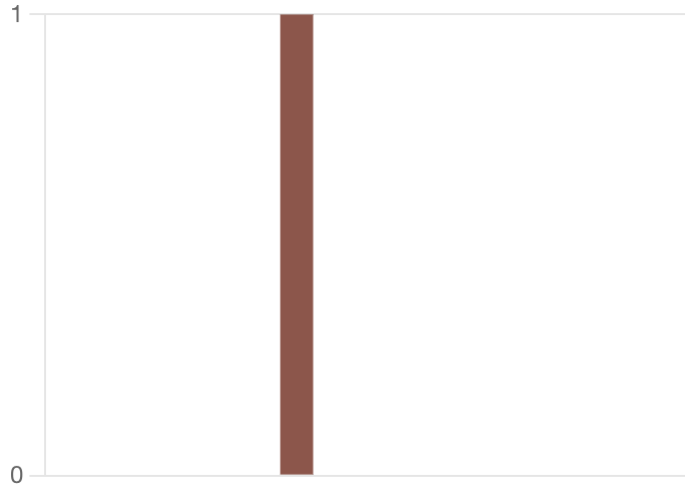
66. Are you reviewing another Standard?

 Yes	1
 No	4



### 67. Which ISER Standard are you reviewing?

- Standard IA Mission 0
- Standard IB Assuring Academic ... 0
- Standard IC Institutional Integrity 0
- Standard IIA Instructional Progr... 0
- Standard IIB Library and Learnin... 0
- Standard IIC Student Support Se... 1
- Standard IIIA Human Resources 0
- Standard IIIB Physical Resources 0
- Standard IIIC Technology Resour... 0
- Standard IIID Financial Resources 0
- Standard IVA Decision-Making R... 0
- Standard IVB Chief Executive Off... 0
- Standard IVC Governing Board 0
- Standard IVD Multi-College Dist... 0



68. 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.

4

Responses

Latest Responses



69. 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.

4

Responses

Latest Responses

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70. 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 or delivery method.

4

Responses

Latest Responses

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71. II.C.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.

5

Responses

Latest Responses

3 respondents (60%) answered **College** for this question.



72. 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.

3

Responses

Latest Responses

73. II.C.6 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<sup>1</sup> to complete degrees, certificate and transfer goals.

3

Responses

Latest Responses

74. II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

5

Responses

Latest Responses

4 respondents (80%) answered **place** for this question.



75. 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.

3

Responses

Latest Responses

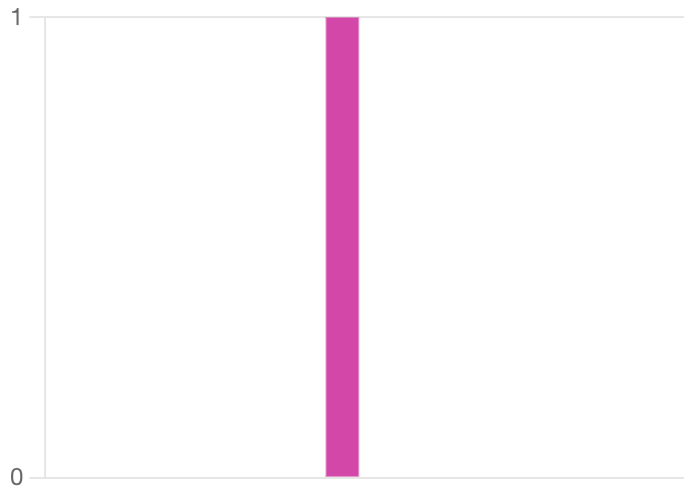
### 76. Are you reviewing another Standard?

- Yes 1
- No 1



### 77. Which ISER Standard are you reviewing?

- Standard IA Mission 0
- Standard IB Assuring Academic ... 0
- Standard IC Institutional Integrity 0
- Standard IIA Instructional Progr... 0
- Standard IIB Library and Learnin... 0
- Standard IIC Student Support Se... 0
- Standard IIIA Human Resources 1
- Standard IIIB Physical Resources 0
- Standard IIIC Technology Resour... 0
- Standard IIID Financial Resources 0
- Standard IVA Decision-Making R... 0
- Standard IVB Chief Executive Off... 0
- Standard IVC Governing Board 0
- Standard IVD Multi-College Dist... 0



78. III.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 publicly 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.

7

Responses

Latest Responses

3 respondents (43%) answered **institutions** for this question.



79. 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.

5

Responses

Latest Responses

2 respondents (40%) answered **criteria** for this question.



80. III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

5

Responses

Latest Responses

2 respondents (40%) answered **process** for this question.



81. 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.

4

Responses

Latest Responses

82. 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.

4

Responses

Latest Responses

---

83. 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.

2

Responses

Latest Responses

---

84. III.A.8 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.

4

Responses

Latest Responses

---



85. 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.

2

Responses

Latest Responses

86. III.A.10 The institution maintains 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.

7

Responses

Latest Responses

4 respondents (57%) answered **Meets the standard** for this question.



87. 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.

2

Responses

Latest Responses

88. 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.

2

Responses

Latest Responses

89. III.A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

6

Responses

Latest Responses

2 respondents (33%) answered **SECTION** for this question.



90. 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.

2

Responses

Latest Responses

91. III.A.15 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.

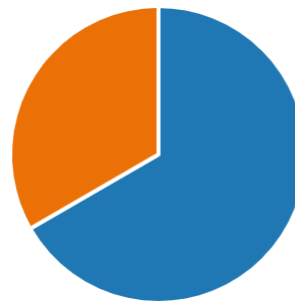
3

Responses

Latest Responses

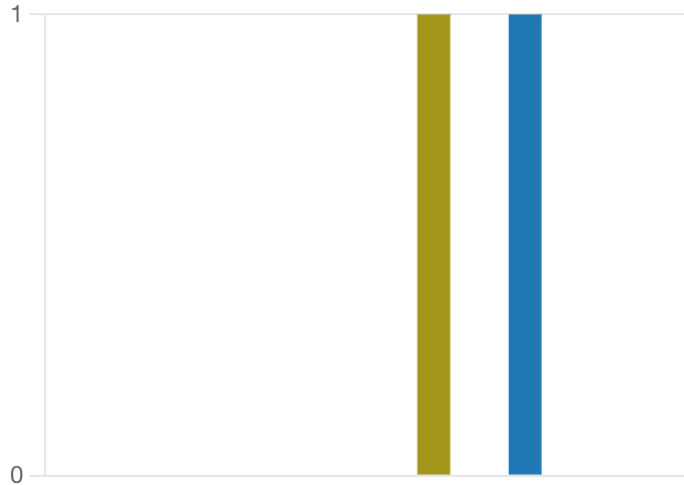
92. Are you reviewing another Standard?

- Yes 2
- No 1



### 93. Which ISER Standard are you reviewing?

- Standard IA Mission 0
- Standard IB Assuring Academic ... 0
- Standard IC Institutional Integrity 0
- Standard IIA Instructional Progr... 0
- Standard IIB Library and Learnin... 0
- Standard IIC Student Support Se... 0
- Standard IIIA Human Resources 0
- Standard IIIB Physical Resources 0
- Standard IIIC Technology Resour... 1
- Standard IIID Financial Resources 0
- Standard IVA Decision-Making R... 1
- Standard IVB Chief Executive Off... 0
- Standard IVC Governing Board 0
- Standard IVD Multi-College Dist... 0



94. 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.

0

Responses

Latest Responses

95. 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.

0

Responses

Latest Responses

96. 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.

0

Responses

Latest Responses

97. III.B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

0

Responses

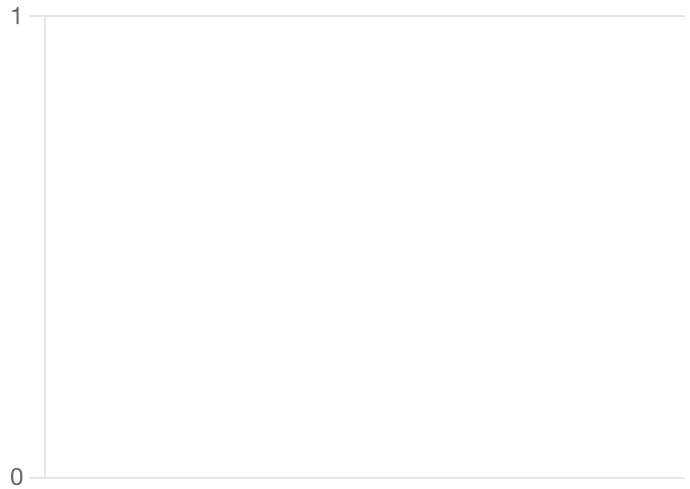
Latest Responses

98. Are you reviewing another Standard?

Yes	0
No	0

### 99. Which ISER Standard are you reviewing?

- Standard IA Mission 0
- Standard IB Assuring Academic ... 0
- Standard IC Institutional Integrity 0
- Standard IIA Instructional Progr... 0
- Standard IIB Library and Learnin... 0
- Standard IIC Student Support Se... 0
- Standard IIIA Human Resources 0
- Standard IIIB Physical Resources 0
- Standard IIIC Technology Resour... 0
- Standard IIID Financial Resources 0
- Standard IVA Decision-Making R... 0
- Standard IVB Chief Executive Off... 0
- Standard IVC Governing Board 0
- Standard IVD Multi-College Dist... 0



100. 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.

8  
Responses

Latest Responses

*"The evidence provided meets the standards, however, I notic...*

5 respondents (71%) answered **technology needs** for this question.

**technology infrastructure** effectiveness of it  
**technology needs** review criteri  
**Evidence** **institution** technolog

101. 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.

8  
Responses

Latest Responses

*"Review Criteria 1 could use some more details of the tech ref..*

4 respondents (57%) answered **committee** for this question.

**committee**  
**Meets the standard** **technology**

102. 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.

4  
Responses

Latest Responses  
*"Standards met with provided evidence. "*

103. 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.

5  
Responses

Latest Responses  
*"Review Criteria 1: how do we identify what type of training st..."*

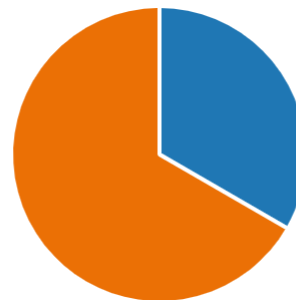
104. III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

4  
Responses

Latest Responses  
*"Review Criteria 2: where are these policies located or "publici..."*

105. Are you reviewing another Standard?

- Yes 1
- No 2





### 106. Which ISER Standard are you reviewing?

- Standard IA Mission 0
- Standard IB Assuring Academic ... 0
- Standard IC Institutional Integrity 0
- Standard IIA Instructional Progr... 0
- Standard IIB Library and Learnin... 1
- Standard IIC Student Support Se... 0
- Standard IIIA Human Resources 0
- Standard IIIB Physical Resources 0
- Standard IIIC Technology Resour... 0
- Standard IIID Financial Resources 0
- Standard IVA Decision-Making R... 0
- Standard IVB Chief Executive Off... 0
- Standard IVC Governing Board 0
- Standard IVD Multi-College Dist... 0



107. 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.

**1**  
Responses

Latest Responses

108. III.D.2 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.

0

Responses

Latest Responses

---

109. 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.

0

Responses

Latest Responses

---

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

0

Responses

Latest Responses

---

111. 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.

0

Responses

Latest Responses

---

112. III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

0

Responses

Latest Responses

---

113. III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

0

Responses

Latest Responses

---

114. 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.

0

Responses

Latest Responses

---

115. 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.

0

Responses

Latest Responses

---

116. 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.

0

Responses

Latest Responses

---

117. III.D.11. The level of financial resources provides a reasonable expectation of both shortterm 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.

0

Responses

Latest Responses

---

118. 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 Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

0

Responses

Latest Responses

---

119. 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.

0

Responses

Latest Responses

---

120. 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.

0

Responses

Latest Responses

---

121. III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

0

Responses

Latest Responses

---

122. 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 its programs, services, and operations.

0

Responses

Latest Responses

---

123. Are you reviewing another Standard?

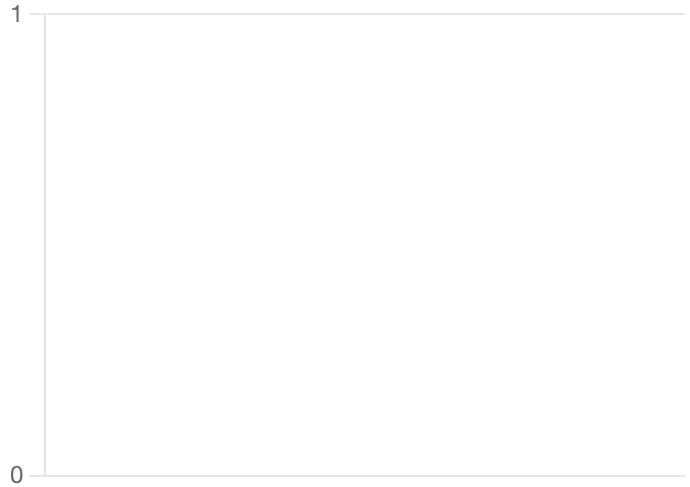
Yes 0

No 0

---

### 124. Which ISER Standard are you reviewing?

- Standard IA Mission 0
- Standard IB Assuring Academic ... 0
- Standard IC Institutional Integrity 0
- Standard IIA Instructional Progr... 0
- Standard IIB Library and Learnin... 0
- Standard IIC Student Support Se... 0
- Standard IIIA Human Resources 0
- Standard IIIB Physical Resources 0
- Standard IIIC Technology Resour... 0
- Standard IIID Financial Resources 0
- Standard IVA Decision-Making R... 0
- Standard IVB Chief Executive Off... 0
- Standard IVC Governing Board 0
- Standard IVD Multi-College Dist... 0



125. 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.

2

Responses

Latest Responses

126. IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes 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.

5

Responses

Latest Responses

*"Criteria in all sections was met. In addition, SESC and TEC are ...*

---

127. 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.

2

Responses

Latest Responses

---

128. IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

3

Responses

Latest Responses

---



129. 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.

2

Responses

Latest Responses

130. IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

1

Responses

Latest Responses

131. 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.

1

Responses

Latest Responses

132. Are you reviewing another Standard?

● Yes

1

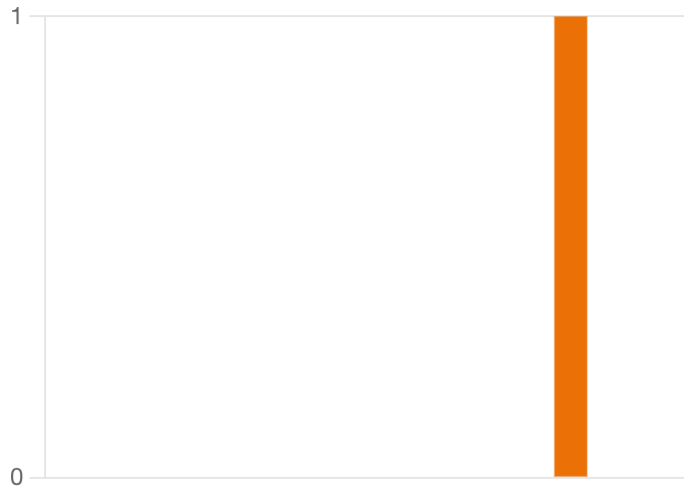
● No

1



### 133. Which ISER Standard are you reviewing?

- Standard IA Mission 0
- Standard IB Assuring Academic ... 0
- Standard IC Institutional Integrity 0
- Standard IIA Instructional Progr... 0
- Standard IIB Library and Learnin... 0
- Standard IIC Student Support Se... 0
- Standard IIIA Human Resources 0
- Standard IIIB Physical Resources 0
- Standard IIIC Technology Resour... 0
- Standard IIID Financial Resources 0
- Standard IVA Decision-Making R... 0
- Standard IVB Chief Executive Off... 1
- Standard IVC Governing Board 0
- Standard IVD Multi-College Dist... 0



134. 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.

1

Responses

Latest Responses

135. 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.

0

Responses

Latest Responses

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136. IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
- o establishing a collegial process that sets values, goals, and priorities;
  - o ensuring the college sets institutional performance standards for student achievement;
  - o ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
  - o ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
  - o ensuring that the allocation of resources supports and improves achievement and learning; and
  - o establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

0

Responses

Latest Responses

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137. QuestionIV.B.4. 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.

0

Responses

Latest Responses

138. IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

0

Responses

Latest Responses

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

0

Responses

Latest Responses

140. Are you reviewing another Standard?



Yes

0



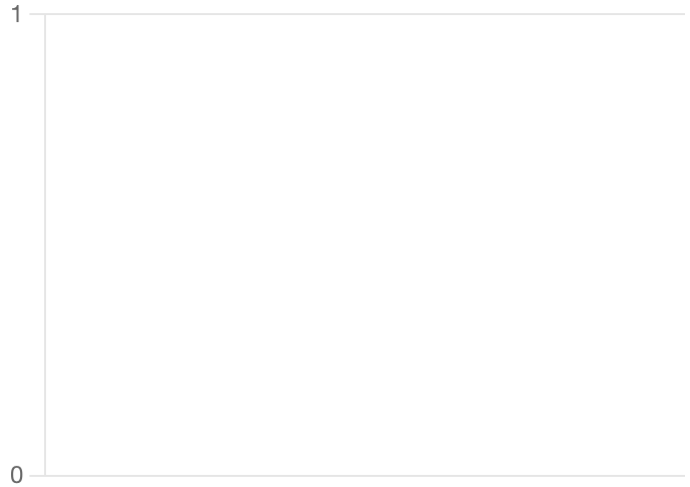
No

1



### 141. Which ISER Standard are you reviewing?

- Standard IA Mission 0
- Standard IB Assuring Academic ... 0
- Standard IC Institutional Integrity 0
- Standard IIA Instructional Progr... 0
- Standard IIB Library and Learnin... 0
- Standard IIC Student Support Se... 0
- Standard IIIA Human Resources 0
- Standard IIIB Physical Resources 0
- Standard IIIC Technology Resour... 0
- Standard IIID Financial Resources 0
- Standard IVA Decision-Making R... 0
- Standard IVB Chief Executive Off... 0
- Standard IVC Governing Board 0
- Standard IVD Multi-College Dist... 0



142. 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.

0

Responses

Latest Responses

143. 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.

0

Responses

Latest Responses

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144. 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.

0

Responses

Latest Responses

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145. 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.

2

Responses

Latest Responses

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146. 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.

4

Responses

Latest Responses

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

0

Responses

Latest Responses

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148. 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.

0

Responses

Latest Responses

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149. IV.C.8. 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.

0

Responses

Latest Responses

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150. 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 office.

0

Responses

Latest Responses

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151. 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.

0

Responses

Latest Responses

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152. 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 in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

0

Responses

Latest Responses

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153. IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

0

Responses

Latest Responses

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154. 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.

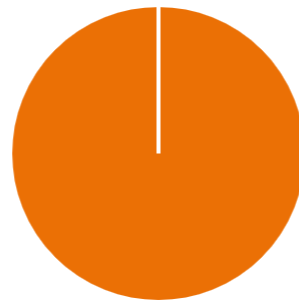
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Responses

Latest Responses

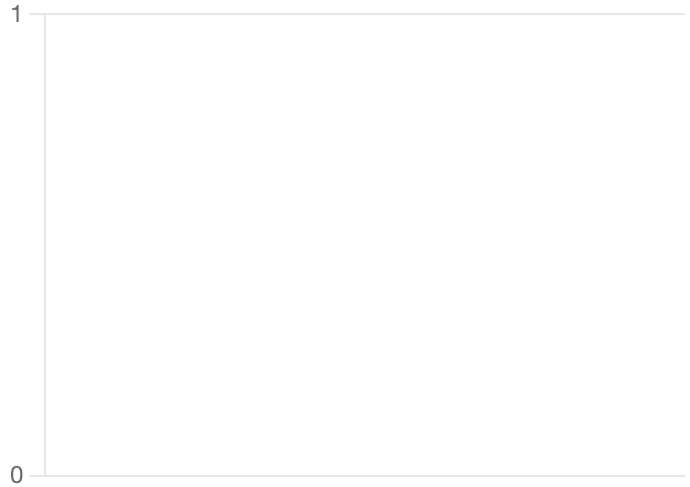
155. Are you reviewing another Standard?

 Yes	0
 No	1



### 156. Which ISER Standard are you reviewing?

- Standard IA Mission 0
- Standard IB Assuring Academic ... 0
- Standard IC Institutional Integrity 0
- Standard IIA Instructional Progr... 0
- Standard IIB Library and Learnin... 0
- Standard IIC Student Support Se... 0
- Standard IIIA Human Resources 0
- Standard IIIB Physical Resources 0
- Standard IIIC Technology Resour... 0
- Standard IIID Financial Resources 0
- Standard IVA Decision-Making R... 0
- Standard IVB Chief Executive Off... 0
- Standard IVC Governing Board 0
- Standard IVD Multi-College Dist... 0



157. 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.

0

Responses

Latest Responses

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

0

Responses

Latest Responses

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159. 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 ensures effective control of expenditures.

1

Responses

Latest Responses

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160. 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 college CEO's accountable for the operation of the colleges.

0

Responses

Latest Responses

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161. IV.D.5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

0

Responses

Latest Responses

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162. IV.D.6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

0

Responses

Latest Responses

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163. 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.

1

Responses

Latest Responses

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164. Please share any additional feedback, comments, suggestions or questions below.  
Thank you for your thoughtful review and feedback.

8

Responses

Latest Responses

2 respondents (25%) answered **excellent** for this question.

