

MASTER MATRIX FOR ACCREDITATION REPORT

Standard I: Institutional Mission and Effectiveness

The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis on an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Finding/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|---|--|-----------------|-----------------------------------|-------------------------|
| I.A. - MISSION The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning. | What does the institution’s mission statement say about its educational purposes? Are these purposes appropriate to an institution of higher learning? | | | | |
| | Who are the college’s intended students? How does the institution determine its intended population? Is the identified population a reasonable match for the institution’s location, resources, and role in higher education? | | | | |
| | What processes does the institution use to foster college-wide commitment to student learning? Does the mission statement express this commitment? | | | | |
| | How does the institution’s commitment to DE/CE align with its mission? Has the institution considered in consultation with its key constituents if and how DE/CE is congruent with the mission? Does the mission include any statements related to its commitment to DE/CE? | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Finding/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|--|---|----------|----------------------------|------------------|
| | Who are the intended students for the courses offered in DE/CE format; are they similar to or different from students studying in traditional learning mode? How does the institution determine its intended student population for courses offered in DE/CE mode? | | | | |
| I.A.1 The institution establishes student learning programs and services aligned with its purpose, its character, and its student population: | Have discussions been held among key constituents regarding the relevance of the mission statement to student learning? | | | | |
| | What statements about student learning are included in the mission statement? How do these statements make explicit the purposes of the institution? | | | | |
| | How does the institution know that it is addressing the needs of its student population? | | | | |
| | What assessments of institutional effectiveness are undertaken? | | | | |
| | By what means has the institution investigated that it is relevant for its community that courses are offered in DE/CE mode? How does the commitment to DE/CE align with its learning programs and services offered in traditional teaching format? | | | | |
| I.A.2 The mission statement is approved by the governing board and published. | When was the current mission statement approved by the board? | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Finding/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|---|---|----------|----------------------------|------------------|
| <p>I.A.3 Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.</p> | <p>How effective is the institution's process for periodic review of the mission statement? Does the process allow for incorporating the interest of the institution's stakeholders?</p> | | | | |
| | <p>How does the institution know that the way the mission statement is developed, approved, and communicated to all stakeholders is effective? What circumstances prompt changes to the statement?</p> | | | | |
| | <p>Has the mission been reviewed to reflect the commitment to DE/CE and what was the rationale for the changes to the statement? How were the changes developed, approved and how does the institution know that they have been communicated effectively to all stakeholders?</p> | | | | |
| <p>I.A.4 The institution's mission is central to institutional planning and decision making.</p> | <p>How effectively does the mission statement prompt planning and decision making? To what extent is the mission statement central to the choices the college makes?</p> | | | | |
| | | | | | |
| <p>I.B - IMPROVING INSTITUTIONAL EFFECTIVENESS The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocated its resources to effectively support student learning.</p> | | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Finding/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|---|---|----------|----------------------------|------------------|
| The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning. | | | | | |
| The institution maintains ongoing, collegial, self-reflective dialogue about continuous improvement of student learning and institutional processes. | I.B.1 How has the college structured its dialogue? How well does the college embrace and understand the purpose of the dialogue? | | | | |
| | When, how, and about what subjects has the college engaged in dialogue? What impact has the dialogue had on student learning? | | | | |
| | Does the dialogue lead to a collective understanding of the meaning of data and research used in evaluation of student learning? | | | | |
| | What parties are involved in the institution's dialog about the continuous improvement of student learning through DE/CE mode and how it compares with student learning in traditional programs? How is this dialog organized and communicated? | | | | |
| | About what subjects related to the improvement of DE/CE has the college engaged? What impact has the dialog had on student learning? | | | | |
| The institute sets goals to | I.B.2 What criteria does the college use to determine its priorities (set goals)? | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Finding/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|---|---|----------|----------------------------|------------------|
| <p>improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.</p> | <p>Is there broad-based understanding of the goals and the processes to implement them? Is there institutional commitment to achieve identified goals?</p> | | | | |
| | <p>Is there a college-wide understanding of these goals and the processes to implement them? How does the college ensure that there is an institutional commitment to achieve identified goals?</p> | | | | |
| | <p>How well does the college implement its goals?</p> | | | | |
| | <p>Are goals articulated so that the institution can later determine the degree to which they have been met?</p> | | | | |
| | <p>To what extent does the college achieve its goals?</p> | | | | |
| | <p>What evidence is used to demonstrate progress toward achieving college goals?</p> | | | | |
| | <p>Has the college defined specific goals and objectives for the effectiveness of its DE/CE activities? How are these goals and objectives defined and communicated?</p> | | | | |
| <p>I.B.3 The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource</p> | <p>To what extent does the institution understand and embrace the notion of ongoing planning?</p> | | | | |
| | <p>Does the college have a planning process in place? Is it cyclical, i.e., does it incorporate systematic evaluation of programs and services, improvement planning, implementation, and re-evaluation? How does the college budgeting of resources follow planning?</p> | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Finding/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|--|---|----------|----------------------------|------------------|
| allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data. | How is planning integrated? | | | | |
| | To what extent are institutional data available and used for planning? Are data analyzed and interpreted for easy understanding by the college community? | | | | |
| | Does the college have separate processes for the planning, approval, evaluation, and review of courses offered in DE/CE mode, or are the processes similar to those for courses offered in traditional face-to-face mode? What is the rationale for the chosen approach? How are these processes integrated into the college's overall planning process? | | | | |
| | How are the needs for fiscal, technical and human resources required for teaching DE/CE learning programs identified and integrated into the planning processes and assessed for effectiveness? | | | | |
| | Is the college knowledgeable about current federal regulations related to DE/CE? | | | | |
| The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness. | I.B.4 What mechanisms exist for participation in college planning? | | | | |
| | What mechanisms exist for involvement of appropriate constituencies in DE/CE in college planning? | | | | |
| | How is broad involvement guaranteed? | | | | |
| | To what extent does the college allocate resources to fulfill its plans? | | | | |
| | To what extent does the college allocate resources to fulfill its plans for DE/CE? When resources to fulfill plans are not | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Finding/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|---|---|----------|----------------------------|------------------|
| | available, does the college identify and follow strategies to increase its capacity, i.e., seek alternate means for securing resources? | | | | |
| | When resources to fulfill plans are not available, does the college identify and follow strategies to increase its capacity, i.e., seek alternate means for securing resources? | | | | |
| | What changes have occurred as a result of implemented plans? | | | | |
| <p data-bbox="126 597 432 732">The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.</p> | <p data-bbox="432 565 827 618">I.B.5 What assessment data does the college collect?</p> <p data-bbox="432 618 827 841">Are the assessment data collected for DE/CE different from data collected for traditional face-to-face education? What is the rationale? What types of assessment data does the college collect on learning programs and support services offered in DE/CE format?</p> <p data-bbox="432 841 827 943">By what means does the college make public its data and analyses internally and externally?</p> <p data-bbox="432 943 827 1036">How are these data communicated to the relevant stakeholders internally and externally?</p> <p data-bbox="432 1036 827 1146">How does the college assess whether it is effectively communicating information about institutional quality to the public?</p> | | | | |
| <p data-bbox="126 1179 432 1422">The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.</p> | <p data-bbox="432 1146 827 1284">I.B.6 What processes does the institution use to assess the effectiveness of its cycle of evaluation, integrated planning, resource allocation implementation, and re-evaluation?</p> <p data-bbox="432 1284 827 1438">How effective is the planning process for fostering improvement?</p> | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Finding/Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|---|--|----------|----------------------------|------------------|
| <p>I.B.7 The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, students support services, and library and other learning support services.</p> | <p>What mechanisms does the institution use to gather evidence about the effectiveness of programs and services?</p> <p>What mechanisms does the institution use to gather evidence about the effectiveness of DE/CE learning programs and related student and learning support services? Are they different from the mechanisms applied for review of traditional programs and services?</p> | | | | |
| | <p>How effectively do evaluation processes and results contribute to improvement in program and services?</p> | | | | |
| | <p>How effectively do evaluation processes and results contribute to improvement of DE/CE programs, related library and other student support and learning services?</p> | | | | |

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|---|---|----------|----------------------------|------------------|
| <p>II.A – INSTRUCTIONAL PROGRAMS</p> <p>The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve, teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.</p> | | | | | |
| <p>II.A.1</p> <p>The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.</p> | <p>How does the institution ensure that all institutional offerings fit the stated mission of the institution?</p> <p>How does the institution ensure that its DE/CE program offerings fit the stated mission of the institution?</p> | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--------------------------------|---|---|----------|----------------------------|------------------|
| | <p>How does the institution ensure that its programs and services are high quality and appropriate to an institution of higher education?</p> <p>How does the institution ensure that its DE/CE programs and services are of high quality, comparable with the institution's face-to-face offerings, and appropriate to an institution of higher education?</p> | | | | |
| | <p>How does the institution choose the fields of study in which it offers programs? What are the student achievement outcomes of the institution's programs, i.e., to what extent do students progress through and complete degrees and certificates, gain employment, or transfer to four-year institutions? By what means are programs assessed for currency, teaching and learning strategies, and student learning outcomes?</p> <p>How does the institution choose the fields of study in which it offers DE/CE programs? What stakeholders are consulted about the choices of study in which the institution offers DE/CE and how are they consulted?</p> | | | | |
| | How does the institution ensure that its programs and curricula are current? | | | | |
| | What are the student achievement outcomes of the institution's DE/CE programs; i.e., to what extent do students progress through and complete degrees and certificates, gain employment, or transfer to four-year institutions through DE/CE programs only or through a mix of DE/CE and face-to-face delivery? | | | | |
| | By what means are DE/CE programs | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|--|---|----------|----------------------------|------------------|
| | assessed for currency, teaching and learning strategies and student learning outcomes? Are the assessment methods different from those methods applied for assessment of face-to-face programs? What is the rationale? | | | | |
| <p>II.A.1.a</p> <p>The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.</p> | <p>What research is conducted to inform the college of what student learning needs are? What means does the institution use to assess students' educational preparation?</p> <p>What research is conducted to inform the college what student learning needs are, including the academic and technical skills required, and if the needs can be effectively addressed through DE/CE?</p> | | | | |
| | <p>What means does the institution use to assess students' educational preparation for DE/CE programs? How is this information incorporated into program planning?</p> | | | | |
| | <p>Is there a policy that defines "regular and substantive interactions" for DE courses? (34 C.F.R. §602.3)</p> | | | | |
| | <p>How is this information incorporated into program planning?</p> | | | | |
| | <p>What kind of research is being conducted to determine if students are achieving state learning outcomes?</p> <p>What kind of research is being conducted to determine if students enrolled in DE/CE programs are achieving stated learning outcomes and if their level of achievement is comparable with students enrolled in face-to-face programs?</p> | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|---|---|----------|----------------------------|------------------|
| <p>II.A.1.b The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.</p> | How does the institution determine that delivery of instruction fits the objectives and content of its courses? | | | | |
| | How does the institution determine that delivery of instruction in DE/CE mode fits the objectives and content of its courses and programs? | | | | |
| | How are delivery methods evaluated for their effectiveness in meeting student needs? | | | | |
| | How are activities offered in DE/CE mode evaluated for their effectiveness in meeting student needs? | | | | |
| | What dialogue is taking place about delivery systems and modes of instruction? | | | | |
| | How effectively are delivery systems and modes of instruction facilitating student learning? | | | | |
| | How effectively does DE/CE facilitate student learning? Is the level of effectiveness for facilitating student learning different from traditional delivery modes? | | | | |
| <p>II.A.1.c The institution identifies student learning outcomes for courses programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.</p> | What student learning outcomes has the institution identified for its courses, its programs, its certificates, its degrees? | | | | |
| | What student learning outcomes and assessments has the institution identified for courses, programs, certificates, and degrees offered in DE/CE mode? Are they different from outcomes/assessments in courses, programs, certificates, and degrees offered in traditional teaching mode? What is the rationale? | | | | |
| | How and by whom are student learning outcomes and strategies for attaining | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--------------------------------|--|---|----------|----------------------------|------------------|
| | <p>them created? How and by whom are student learning outcomes and program outcomes assessed? How are the results used for improvement?</p> <p>How and by whom are student learning outcomes/assessments for programs offered in DE/CE mode and strategies for attaining them created? Do the strategies take into account how DE/CE programs compare with traditional programs in terms of student achievement?</p> | | | | |
| | <p>Are student learning outcomes verifiable at the collegiate level? What assignments are in place for measuring these outcomes? How effectively are the assessments working?</p> | | | | |
| | <p>What dialogues have occurred about using assessment results to guide improvements to courses, programs, etc.? What improvements have results?</p> | | | | |
| | <p>How and by whom are student learning outcomes and program outcomes for DE/CE assessed, and how are the assessment methods different from those used in the assessment of traditional programs? How are the results used for improvement, and who is involved in this dialog?</p> | | | | |
| | <p>If the institution uses course materials developed outside the institution for its programs offered in DE/CE format, how are these materials assessed, and how does the institution ensure that the academic standards are comparable with its other programs?</p> | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|--|---|----------|----------------------------|------------------|
| <p>II.A.2 The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.</p> | <p>By what criteria and processes does the institution decide to offer developmental, pre-collegiate, and continuing and community education, study abroad, short-term training, international student, or contract education?</p> <p>By what criteria and processes does the institution decide to offer developmental, pre-collegiate, and continuing and community education, short-term training, international student, or contract education programs in DE/CE mode?</p> | | | | |
| | <p>Which of these or other categories of courses and programs does the institution offer?</p> <p>Which of these (or other) categories of courses and programs does the institution offer in DE/CE mode?</p> | | | | |
| | <p>By what means does the institution ensure that all of its instructional courses and programs are of high quality? Are they all of high quality?</p> | | | | |
| | <p>What is the process for establishing and evaluating each type of course and program? How does the college determine the appropriate credit type, delivery mode, and location of its courses and programs?</p> <p>What is the process for establishing and evaluating each type of course and program offered in DE/CE mode? How does the college determine the appropriate credit type of its courses and programs offered in DE/CE mode?</p> | | | | |
| | <p>How does the institution ensure the quality of all instructional courses and programs offered in its name? Does the institution use evaluation of courses and</p> | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|--|---|----------|----------------------------|------------------|
| | programs effectively for improvement? | | | | |
| <p>II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.</p> | <p>What established policies and institutional processes guide the development and evaluation of courses, programs, certificates, and degrees? What is the role of faculty?</p> | | | | |
| | <p>What established policies and institutional processes guide the development and evaluation of courses and programs offered in DE/CE mode? Are they different from the policies and institutional processes that guide the development and evaluation of courses offered in traditional mode? What is the rationale?</p> | | | | |
| | <p>What is the role of faculty and how is discipline expertise or teaching knowledge and expertise in the field of DE/CE used for establishing quality of these courses?</p> | | | | |
| | <p>Do these procedures lead to assessment of quality and improvement? Who is responsible for identifying appropriate student learning outcome/assessments?</p> | | | | |
| | <p>Are student learning outcomes established for each course, program, certificate, and degree?</p> | | | | |
| | <p>What processes exist to approve and administer courses, programs, certificate, and degrees? Are the processes effective?</p> | | | | |
| | <p>What processes exist to approve and administer DE/CE courses and programs? Are the processes effective?</p> | | | | |
| | <p>How are courses, programs, certificates, and degrees evaluated? How often? What are the results of the evaluations?</p> | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|---|---|----------|----------------------------|------------------|
| | By what means and how often are DE/CE courses and programs evaluated? How is the evaluation different from that of traditional courses and programs? What is the rationale? | | | | |
| | What improvements to courses, programs, certificates, and degrees have occurred as a result of evaluation? How does the institution assure that it relies on faculty discipline expertise for establishing the quality of its courses and programs? | | | | |
| | What improvements to DE/CE courses and programs have occurred as a result of evaluation? | | | | |
| <p>II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.</p> | <p>How are competency levels and measurable student learning outcomes determined? What is the role of faculty? What is the role of advisory committees?</p> | | | | |
| | <p>How are competency levels and measurable student learning outcomes determined for DE/CE? Are they different from those selected for traditional programs? What is the rationale?</p> | | | | |
| | <p>What is the role of faculty in this process? Has the institution established advisory committees with expertise in DE/CE, and if so what is their role?</p> | | | | |
| | <p>How has the institution structured the relationship between student learning outcomes, competency levels for degrees, certificates, programs, and courses?</p> | | | | |
| | <p>Do students have a clear path to achieving the student learning outcomes required of a course, program degree, certificate? How well does the institution achieve and evaluate the effectiveness of learning at each level?</p> | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|--|---|----------|----------------------------|------------------|
| | Do students have a clear path to achieving the student learning outcomes required of a course, program, degree, or certificate offered in DE/CE mode, and what information is provided to students in that regard? How well does the institution achieve and evaluate the effectiveness of learning at each level? | | | | |
| <p>II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.</p> | <p>How does the institution demonstrate the quality of its instruction? What evidence exists that all programs are characterized by the variables cited in this standard?</p> <p>How does the institution demonstrate the quality of its instruction for programs and courses in DE/CE mode? What evidence exists that DE/CE programs are characterized by the variables cited in this standard? How does the college use these qualities (breadth, depth, etc) to determine that a DE/CE program is collegiate or pre-collegiate level?</p> | | | | |
| | <p>What institutional dialogue has occurred to enhance understanding and agreement about the quality and level of its programs?</p> | | | | |
| | <p>What institutional dialogue has occurred to enhance understanding and agreement about the quality and level of its DE/CE programs? Who within the institution is involved in this dialog? How does staff with expertise and experience in teaching courses in DE/CE mode participate in this dialog?</p> | | | | |
| | <p>What criteria does the college use in deciding on the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning breadth of each program it offers?</p> | | | | |
| | <p>What role do faculty play in these decisions? How does the college use</p> | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|--|---|----------|----------------------------|------------------|
| | these qualities (breadth, depth, etc.) to determine that a program is collegiate or pre-collegiate level? | | | | |
| <p data-bbox="128 331 432 500"><i>II.A.2.d.</i> The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.</p> | What assessment of student learning styles has the college performed? | | | | |
| | What assessment of student learning styles that relate to teaching in DE/CE mode has the college performed? | | | | |
| | <p data-bbox="432 500 827 662">How does the institution demonstrate that it is meeting the needs and learning styles of its students? What do faculty and staff know about learning needs and pedagogical approaches?</p> <p data-bbox="432 662 827 829">How does the institution demonstrate that it is meeting the needs and learning styles of its students? How are faculty and staff informed and kept up-to-date about learning needs and pedagogical approaches related to DE/CE?</p> | | | | |
| | <p data-bbox="432 829 827 963">Do courses include multiple ways of assessing student learning? How does the college determine what delivery modes are appropriate for its students?</p> <p data-bbox="432 963 827 1049">Do courses in DE/CE mode include multiple ways of assessing student learning?</p> | | | | |
| | <p data-bbox="432 1049 827 1325">What teaching methodologies are commonly used? How are methodologies selected? Have faculty discussed the relationship between teaching methodologies and student performance? What efforts has the college made to match methodologies with particular needs of students' learning styles?</p> | | | | |
| | <p data-bbox="432 1325 827 1432">What teaching methodologies are commonly used in DE/CE programs? How are methodologies selected? Do faculty discuss the relationship between</p> | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|--|---|----------|----------------------------|------------------|
| | the selected teaching methodologies and student performance? | | | | |
| | Has the college investigated the effectiveness of its delivery modes? How effective are delivery modes and instructional methodologies that the college uses in producing learning? | | | | |
| | What efforts has the college made to match the teaching methodologies with particular needs of students and with learning styles? How effective are the instructional methodologies that the college uses in producing learning in DE/CE mode? | | | | |
| <p>II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.</p> | <p>How does the college evaluate the effectiveness of its courses and programs?</p> <p>How does the college evaluate the effectiveness of its courses and programs offered in DE/CE mode? Is the process similar to courses and programs offered in traditional mode? What is the rationale?</p> | | | | |
| | Do criteria used in program review include relevancy, appropriateness, achievement of student learning outcomes, currency, planning for the future? Is this process consistently followed for all college programs, regardless of the type of program (collegiate, developmental, etc.)? | | | | |
| | Are there policies that dictate satisfactory progress in DE/CE courses/programs? | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|---|---|----------|----------------------------|------------------|
| | <p>What types of data are available for program evaluation? Does the evaluation include a curricular review? Does the evaluation include a comprehensive review of the role of the program in the overall college curriculum?</p> <p>What types of data are available for DE/CE program evaluation? Does the evaluation include a curricular review?</p> | | | | |
| | <p>How is the relevancy of a program determined? Have student learning outcomes for the program been identified and assessed? How well are student achieving these outcomes?</p> <p>How is the relevancy of a program offered in DE/CE mode determined?</p> | | | | |
| | <p>How are results of program evaluation used in institutional planning? What changes/improvements in programs have occurred as a result of the consideration of program evaluations?</p> <p>How are results of evaluation of programs in DE/CE mode used in institutional planning? What changes/improvements in programs have occurred as a result of the consideration of program evaluations?</p> | | | | |
| <p>II.A.2.f The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and</p> | <p>To what extent does the institution understand and participate in ongoing and integrated planning?</p> <p>Does the college have a planning process in place? Is it cyclical, i.e., does it incorporate systematic evaluation of programs and services, improvement planning, implementation, and re-evaluation? How does college budgeting of resources follow planning?</p> | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|---|---|----------|----------------------------|------------------|
| degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies. | To what extent are institutional data and evidence available and used for planning? Are data analyzed and interpreted for easy understanding by the college community? | | | | |
| <p align="center">II.A.2.g.</p> If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases. | How does the institution ensure the use of non-biased valid measures of student learning? | | | | |
| <p align="center">II.A.2.h.</p> The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. | Are student learning outcomes the basis for credit awarded for courses? Are credits awarded consistent with accepted norms in higher education? What policies does the institution have for the award of academic credit for DE/CE programs? Are the policies similar to the traditional programs? What is the rationale for the decision? Are these policies regularly reviewed, including review of the extent to which they are suited for DE/CE? | | | | |
| <p align="center">II.A.2.i.</p> The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes. | By what means does the institution ensure that achievement of stated programmatic learning outcomes are the basis for awarding degrees and certificates? What institutional dialogue has occurred about the learning expected of students to earn a degree or certificate? How has the college identified student learning outcomes for its degrees and certificates? | | | | |
| <p align="center">II.A.3</p> The institution requires of all academic and vocational degree programs a component of | What evidence is found in the catalogue of a faculty-developed rationale for general education that serves as the basis for inclusion of courses in general education? | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|---|---|----------|----------------------------|------------------|
| general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. | How are student learning outcomes used to analyze courses for inclusion as general education? | | | | |
| | How is the rationale for general education communicated to all stakeholders? | | | | |
| | How is the general education philosophy reflected in the degree requirements? | | | | |
| <p data-bbox="344 553 432 581"><i>II.A.3.a</i></p> General education has comprehensive learning outcomes for the students who complete it, including the following: An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences. | How are the basic content and methodology of traditional areas of knowledge in general education determined? | | | | |
| | What process is used to ensure that general education courses include this content and methodology? | | | | |
| | Do general education courses demonstrate student achievement of comprehensive student learning outcomes? | | | | |
| | Do student learning outcomes for general education courses require students to understand the basic content and methodology in the major areas of knowledge? Is there a consistent process for assuring that the content and methodology are included in course outlines? | | | | |
| | How well are students able to apply their understanding to subsequent coursework, employment, or other endeavors? | | | | |
| <p data-bbox="344 1192 432 1219"><i>II.A.3.b</i></p> General education has comprehensive learning outcomes for the students who | What criteria have been developed to determine if general education students have attained these capabilities or skills? | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|--|---|----------|----------------------------|------------------|
| <p>complete it, including the following: A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/ logical thinking, and the ability to acquire knowledge through a variety of means.</p> | <p>Are any of the institution's general education courses offered in DE/CE mode? What is the rationale for this decision and is it stated clearly in its catalog? How is it communicated to all stakeholders?</p> | | | | |
| | <p>What criteria does the college use to assure that the required skill level meets collegiate standards? Is there a consistent process for assuring that expected skill levels are included in course outlines? What measures of student skill are employed? Is the college satisfied that these measures are effective?</p> <p>What criteria does the college use to assure that the required skill level of students in DE/CE courses and programs meet collegiate standards and rigor?</p> | | | | |
| | <p>By what means does the institution ensure that the students develop the listed skills in DE/CE mode? How does the institution know that that these means are effective?</p> | | | | |
| | <p>How well are students achieving these outcomes? How well are students able to apply these skills to subsequent coursework, employment, or other endeavors?</p> | | | | |
| | <p>How well are students achieving these outcomes? What data exist about how well students are able to apply these skills to subsequent coursework, employment, or other endeavors?</p> | | | | |
| <p>II.A.3.c General education has comprehensive learning outcomes for the students who complete it, including the following: A recognition of</p> | <p>How are student learning outcomes developed to address concerns about ethics and effective citizenship? How is it determined where to include student learning leading to development of these qualities?</p> | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|---|---|----------|----------------------------|------------------|
| <p>what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.</p> | | | | | |
| <p>II.A.4 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.</p> | <p>Do degree programs include at least one area of focused study or interdisciplinary core?</p> | | | | |
| <p>II.A.5 Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.</p> | <p>What evidence exists that students who complete vocational and occupational degrees and certificates meet employment competencies; Are prepared for licensure; Are prepared for certification by external agencies?</p> | | | | |
| | <p>How does the college acquire reliable information about its students' ability to meet these requirements?</p> | | | | |
| <p>II.A.6 The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a</p> | <p>How does the institution assure that information about its programs is clear and accurate? Are degrees and certificates clearly described? Are student learning outcomes included in descriptions of courses and programs?</p> <p>How does the institution assure that information about its DE/CE courses and programs is clear and accurate? Are student learning outcomes included in descriptions of courses and programs?</p> | | | | |
| | <p>How does the institution verify that students receive a course syllabus that includes student learning outcomes?</p> | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|---|---|----------|----------------------------|------------------|
| course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline. | How does the college verify that individual sections of courses adhere to the course objectives/learning outcomes? | | | | |
| | How do students enrolled in DE/CE programs receive information about the institution's degrees and certificates and in what format is the information available for reference? How does the institution verify that students receive a course syllabus that includes student learning outcome, and that individual sections of courses adhere to the course objectives/learning outcomes? | | | | |
| <p>II.A.6.a</p> <p>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.</p> | What policies does the institution have to address transfer of coursework in and out of the institution and how are they communicated to students? Are these policies regularly reviewed? | | | | |
| | How does the institution develop, implement, and evaluate articulation agreements? | | | | |
| | How does the institution develop, implement, and evaluate articulation agreements for DE/CE programs? What principles apply to the transfer of credit from other DE/CE programs where articulation arrangements do not exist? | | | | |
| <p>II.A.6.b</p> <p>When programs are eliminated</p> | What principles apply for the approval of granting of credit for prior work experience in the institution's DE/CE programs? | | | | |
| | What policy does the institution have to address elimination of, or major changes in, programs? | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|---|---|----------|----------------------------|------------------|
| 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. | Are students advised on how to complete educational requirements when programs are eliminated or modified? | | | | |
| <p>II.A.6.c</p> <p>The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.</p> | How does the institution conduct regular reviews of its policies and practices regarding publications to ensure their integrity? Are electronic representations of the institution regularly reviewed? | | | | |
| | Through what means does the institution represent itself about its DE/CE programs? How are these means evaluated? Are they effective in reaching the potential students for DE/CE programs? How does the institution know that they are effective? | | | | |
| | <p>Does the institution provide information on student achievement to the public? Is that information accurate and current?</p> <p>Does the institution provide information to the public on student achievement in DE/CE programs? How does the institution ensure that information is current, accurate and aligned with the DE/CE provision?</p> | | | | |
| <p>II.A.7</p> <p>In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit</p> | Do Board-approved policies on academic freedom exist and are they made public? Do Board approved policies on student academic honesty exist and are they made public? | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|---|---|----------|----------------------------|------------------|
| and dissemination of knowledge. | | | | | |
| <p data-bbox="128 302 432 500">II.A.7.a Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.</p> | What policies demonstrate institutional commitment to pursuit and dissemination of knowledge? | | | | |
| | How does the college communicate its expectation that faculty distinguish between personal conviction and professionally accepted views in a discipline? In what discussions have faculty engaged to deepen understanding of this expectation? How successfully does the faculty make this distinction in the classroom? What mechanisms does the college have for determining how effectively it is meeting this expectation? | | | | |
| | Does the institution have a policy on academic freedom? How is this policy implemented and monitored in DE/CE courses and programs? | | | | |
| <p data-bbox="128 854 432 1024">II.A.7.b The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.</p> | Does the institution have a college-wide policy on academic honesty? Does the policy address issues on academic honesty, including verification of student identity, in relation to registration for, participation in, and completion of DE/CE? | | | | |
| | <p data-bbox="432 1049 827 1162">What mechanism does the institution have for informing and enforcing its policies on academic honesty for students and faculty?</p> <p data-bbox="432 1162 827 1382">What mechanisms does the institution have for informing students and faculty about, and enforcing, its policies on academic honesty, including in DE/CE courses and programs? Does the policy appropriately ensure the protection of student privacy in the verification process?</p> | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---------------------------------------|---|---|----------|----------------------------|------------------|
| | What mechanisms for verification of students enrolled in DE/CE programs does the institution have? Do these mechanisms include either a secure login and password and/or proctored exams and/or other effective technologies and practices for verifying student identity? Are the mechanisms regularly reviewed and how does the institution know that the mechanisms are effective in ensuring that the student who registers for a course is the same student who participates, completes, and receives credit for the course? | | | | |
| | How are policies and information about academic honesty and student verification made available to students, faculty, staff and the public? How does the college know that the promulgation of this information is effective? | | | | |
| | Does the institution have any prevention strategies in place to promote student verification? Are faculty members encouraged to promote student verification in the design of DE/CE courses? Is academic integrity including student verification covered in staff training and development? (For practices on student verification refer to WICHE Cooperative for Educational Technologies at: http://wcet.wiche.edu/wcetdocs/cigs/studentauthentication/BestPractices.pdf) | | | | |
| | To what extent is institutional data about incidents of academic dishonesty available and what types of data are available? | | | | |
| II.A.7.c Institutions that require | How are requirements of conformity to codes of conduct communicated? | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|--|---|----------|----------------------------|------------------|
| 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 or student handbooks. | If a college seeks to instill specific beliefs or world views, what policies does it have in place to detail these goals? How are the policies communicated to appropriate constituencies? | | | | |
| II.A.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies. | How well do curricula offered in foreign locations to non-U.S. students conform to the specifications of Commission policy Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals? | | | | |
| | Does the institution promote its distance education in foreign locations? How does the promotion of these activities overseas align with the institution's mission and the objectives for its DE? | | | | |
| | Does the institution enroll students who do not reside in the U.S. into programs? How does it ensure that the foreign students appropriately comply with the admission requirements for the programs? Are all students admitted to the programs recognized as U.S. students? | | | | |
| | | | | | |
| II.B – STUDENT SUPPORT SERVICES The institution recruits and admits diverse students who are able to benefit from its | Does the college know where its DE/CE students come from? | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|--|---|----------|----------------------------|------------------|
| <p>programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.</p> | <p>How does the institution determine that admitted students are able to benefit from its programs? How is this information applied to admissions policies and procedures?</p> | | | | |
| | <p>How does the institution determine that students admitted to its DE/CE programs are able to benefit from its programs? How is this information taken into consideration in admissions policies and procedures?</p> | | | | |
| | <p>What college-wide discussions have occurred about how student access, progress, learning, and success are consistently supported?</p> | | | | |
| | <p>What college-wide discussions have occurred about how student access, progress, learning, and success are consistently supported and how these findings impact the DE/CE programs? To what extent are students involved in this dialog?</p> | | | | |
| <p>II.B.1 The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.</p> | <p>By what means does the institution assure the quality of its student support services? How does the institution demonstrate that these services support student learning?</p> | | | | |
| | <p>How are distance education and correspondence education (DE/CE) student support services evaluated for comparability to face-to-face course/program student support services?</p> | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|---|---|----------|----------------------------|------------------|
| | How does the institution identify the needs for support services related to DE/CE programs, and how does it ensure that these needs are addressed? By what means does the institution assure the quality of its student support services for students enrolled in DE/CE programs? | | | | |
| | How does the institution demonstrate that these services support student learning in programs offered in DE/CE? What data can the institution provide that show support of student learning? | | | | |
| | How does the college prepare and monitor DE/CE students to be successful? | | | | |
| <p>II.B.2.a</p> <p>The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:</p> <p><u>General Information</u></p> <ul style="list-style-type: none"> • Official Name, Address(es), Telephone Number(s), and Website • Address of the Institution • Educational Mission • Course, Program, and Degree Offerings • Academic Calendar and Program Length • Academic Freedom Statement • Available Student Financial Aid • Available Learning Resources • Names and Degrees of Administrators and Faculty • Names of Governing Board Members | How does the institution address issues of academic freedom, student financial aid, and available learning resources as they apply to DE/CE? Are the means applied differently from traditional education? What is the rationale? | | | | |
| | How does the catalog describe the instructional delivery applied in the DE/CE courses, programs, and degree offerings? How does the catalog present the interaction between faculty and students and the accessibility of faculty and staff to students? | | | | |
| | Is the catalog provided in both printed and electronic format? | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|--|---|----------|----------------------------|------------------|
| <p>II.B.2.b The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: <u>Requirements</u></p> <ul style="list-style-type: none"> • Admissions • Student Fees and Other Financial Obligations • Degree, Certificates, Graduation and Transfer | <p>Are the admission policies and admission requirements the same for traditional programs and for programs offered in DE/CE mode? What is the rationale? How does the institution present the admission requirements related to DE/CE programs?</p> | | | | |
| | <p>Are the fees for DE/CE courses the same as for traditional courses? To what extent are issues related to student fees and other financial obligations addressed in a clear and forthright manner?</p> | | | | |
| | <p>Are there counseling and tutoring services available to DE/CE students?</p> | | | | |
| | <p>How is DE/CE student attendance monitored?</p> | | | | |
| <p>II.B.2.c The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: <u>Major Policies Affecting Students</u></p> <ul style="list-style-type: none"> • Academic Regulations, including Academic Honesty • Nondiscrimination • Acceptance of Transfer Credits • Grievance and Complaint Procedures • Sexual Harassment • Refund of Fees | <p>Do the same major policies affecting students apply to students enrolled in DE/CE programs as for traditional programs?</p> | | | | |
| | <p>Does the institution have policies for all areas listed under this standard?</p> | | | | |
| <p>II.B.2.d The institution provides a</p> | <p>Is the catalog current, complete, clear, easy to understand, easy to use, well-structured?</p> | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|--|---|----------|----------------------------|------------------|
| catalog for its constituencies with precise, accurate, and current information concerning the following: <u>Locations or Publications Where Other Policies May be Found</u> | How is the catalog reviewed for accuracy and currency? What process does the college use to ensure that the information in its publications is easily accessible to students, prospective students, and the public? | | | | |
| | What process does the college use to ensure that the information in its publications is easily accessible to students, including students enrolled in DE/CE, prospective students, and the public? | | | | |
| | Is the catalog information on the college website identical to the printed version? | | | | |
| | When policies are not included in the catalog, are the publications in which they are found easily accessible? | | | | |
| | When policies are not included in the catalog, are the publications in which they are found easily accessible for students with remote access to the institution's policies and other information? | | | | |
| | Does the institution maintain records of student complaints/grievances and make them available to the team? | | | | |
| | Does the institution record student complaints/grievances filed by students studying in DE/CE mode? Are these records made available to the evaluation team? Does the number of complaints/grievances from students studying in DE/CE mode differ from complaints/grievances filed by students studying in traditional mode? | | | | |
| II.B.3 The institution researches and identifies the learning support needs of its student population | By what means does the institution determine the support needs of its students? How well does it address these needs? | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|---|---|----------|----------------------------|------------------|
| and provides appropriate services and programs to address those needs. | <p>If courses, programs, certificates or degrees are offered via DE or CE, how does the institution determine and monitor learning support needs?</p> <p>By what means does the institution determine the support needs of its DE/CE students? How well does it address these needs? Are they comparable to the learning support needs provided for in face-to- face courses?</p> | | | | |
| <p>II.B.3.a</p> <p>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.</p> | <p>How does the institution assure access to appropriate, comprehensive, and reliable services, such as but not limited to orientation, tutoring, counseling, and delivery of materials to students with remote access and information?</p> | | | | |
| | <p>What evidence is provided that the institution assesses student needs for services regardless of location or mode of delivery, and provides for them?</p> <p>What evidence is provided that the institution assesses student needs for services related to DE/CE and effectively provides for them? What evidence exists that the services and responses from faculty are provided in a timely manner to students in DE/CE programs?</p> | | | | |
| | <p>How are on-line services and off-site location services evaluated? How well are services meeting the needs of students?</p> <p>How are online services for DE/CE students evaluated? How well are services meeting the needs of students?</p> | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|--|---|----------|----------------------------|------------------|
| <p>II.B.3.b The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.</p> | <p>What is the institution doing to provide a learning environment that promotes these personal attributes? What dialogues has the institution engaged in concerning what constitutes a good learning environment?</p> <p>What is the institution doing to provide a learning environment for students in DE/CE that promotes these personal attributes? What dialogues has the institution engaged in concerning what constitutes a good learning environment for DE/CE?</p> <p>What programs or services has the institution determined contribute to this environment? What areas have been identified for improvement? How does the college evaluate its efforts in this area? How are the results of the evaluations used to improve the environment?</p> | | | | |
| <p>II.B.3.c The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.</p> | <p>Does the institution develop, implement, and evaluate counseling and/or academic advising?</p> <p>How does the institution develop, implement, and evaluate counseling and/or academic advising and how do these initiatives ensure that the needs of DE/CE students are effectively addressed?</p> <p>Does the evaluation of counseling and/or academic advising include how it enhances student development and success?</p> <p>Does the evaluation of counseling and/or academic advising include how it enhances DE.CE student development and success?</p> | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|--|---|----------|----------------------------|------------------|
| | <p>Are those responsible for counseling/advising trained?</p> <p>How are faculty and staff trained in counseling and providing advice to DE/CE students and in addressing issues related to the DE/CE mode?</p> <p>Are these or comparable services available to online students?</p> | | | | |
| <p><i>II.B.3.d</i> The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.</p> | <p>What does the institution do to promote student understanding and appreciation of diversity? What measures does the institution use to determine the effectiveness of services?</p> <p>What does the institution do to promote student understanding and appreciation of diversity in the online teaching environment? What measures does the institution use to determine the effectiveness of programs, practices, and services?</p> <p>Are these or comparable services available to online students?</p> | | | | |
| <p><i>II.B.3.e</i> The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.</p> | <p>What processes are used to evaluate the effectiveness of practices and tools of admissions? What evaluations of placement processes are used to ensure their consistency and effectiveness?</p> <p>How are cultural and linguistic bias in the instruments and processes minimized?</p> <p>What processes are used to evaluate the effectiveness of practices and tools of admissions for DE/CE programs? Are they different from the tools and practices used for traditional programs? What is the rationale?</p> | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|---|---|----------|----------------------------|------------------|
| | What evaluation measures of placement processes are used to ensure their consistency and effectiveness? Are they different from the tools and practices used for traditional programs? What is the rationale? | | | | |
| <p>II.B.3.f</p> <p>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.</p> | <p>What institutional policies govern the maintenance of student records? Are records secure? Does the institution have a policy for release of student records?</p> | | | | |
| <p>II.B.4</p> <p>The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</p> | <p>How does the institution provide for systematic and regular review of its student support services? How are the results used?</p> <p>How does the institution provide for systematic and regular review of its student support services available to DE/CE students? Are the reviews for DE/CE similar to traditional education? How are the results used?</p> | | | | |
| | <p>Does the evaluation assess how student support services contribute to the achievement of student learning outcomes? How are evaluation results used to improve services?</p> <p>Do the evaluation measures of DE/CE assess how student support services contribute to the achievement of student learning outcomes? How are evaluation results used to improve services?</p> | | | | |
| | | | | | |
| II.C - LIBRARY AND LEARNING SUPPORT | | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|---|---|----------|----------------------------|------------------|
| <p>SERVICES</p> <p>Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.</p> | | | | | |
| <p>II.C.1</p> <p>The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.</p> | | | | | |
| <p>II.C.1.a</p> <p>Relying on appropriate expertise of faculty, including librarians and other learning support services professionals,</p> | <p>What information about student learning needs is provided by other instructional faculty and staff to inform selection of library resources?</p> | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|--|---|----------|----------------------------|------------------|
| the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution. | What information about learning needs of DE/CE students is provided by instructional faculty and staff to inform the selection of library resources? | | | | |
| | What equipment to support student learning is available to students studying in DE/CE mode? | | | | |
| | How does the institution assess the effectiveness of its own library collection in terms of quantity, quality, depth and variety? | | | | |
| | By what means is the library collection made available to students with remote access to the institution? How does the institution know that these means address the learning needs of the students? | | | | |
| | What is the quality determined as necessary by the institution? | | | | |
| | How does the institution know it has sufficient depth and variety of materials to meet the learning needs of its students? | | | | |
| | What information does the library use to determine whether it is enhancing student achievement of identified learning outcomes? | | | | |
| | What information does the library use to determine whether it is enhancing student achievement of identified learning outcomes for students studying in DE/CE mode? | | | | |
| | How are comparable services provided to DE/CE students and students at off-site locations? | | | | |
| The institution provides ongoing instruction for users of II.C.1.b | What are the information competencies that the institution purports to teach all students? What is the evidence that the institution acts purposefully to teach | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|---|---|----------|----------------------------|------------------|
| library and other learning support services so that students are able to develop skills in information competency. | these competencies? | | | | |
| | How does the institution assess the competencies in information retrieval/use that it teaches students? How does the institution evaluate its teaching effectiveness and set goals for improvement? | | | | |
| | How are comparable information competency skills developed for DE/CE students and students at off-site locations? | | | | |
| | By what means does the institution provide instruction to users of the library and other support services, and how does it take into account the needs of students with remote access to the institution? | | | | |
| <p style="text-align: center;">II.C.1.c</p> The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery. | What are the hours of operation of the library? | | | | |
| | What is the availability of electronic access to library materials? | | | | |
| | What is the availability of electronic access to library materials? Has the institution implemented other means of availability to library and student learning resources other than electronic access? | | | | |
| | Are all campus locations/all types of students/all college instructional programs equally supported by library services and accessibility? | | | | |
| | Are DE/CE students equally supported by library services and accessibility as students in traditional programs? By what means does the institution provide support, and what is the availability of this support? How does the institution ensure that this support is provided in a timely manner? | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|--|---|----------|----------------------------|------------------|
| <p>II.C.1.d The institution provides effective maintenance and security for its library and other learning support services.</p> | <p>How does the institution ensure that the students registered for a course are the students making use of the library and other learning support services?</p> | | | | |
| <p>II.C.1.e 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 performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.</p> | <p>What contracts, if any, exist for the provision of library and learning support services (LSS)? What processes does the institution have for evaluating and ensuring the quality of those contracted services? How does the institution gather information to assess whether the services are being used?</p> | | | | |
| <p>II.C.2 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides</p> | <p>What methods does the institution use to evaluate its library and other learning support services (LSS)? Does the evaluation assess use, access, and relationship of the services to intended student learning? Does the evaluation include input by faculty, staff and students?</p> | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|--|--|-----------------|---|-------------------------|
| evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement. | What methods does the institution use to evaluate its library and other learning support services? Does the evaluation assess use, access, and relationship of the services to intended student learning [outcomes for DE/CE]? Does the evaluation include input by faculty, staff and students? | | | | |

Standard III: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|---|--|-----------------|-----------------------------------|-------------------------|
| <p>III.A - HUMAN RESOURCES The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.</p> | | | | | |
| <p>III.A.1 The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and</p> | <p>What methods does the institution use to assure that qualifications for each position are closely matched to specific programmatic needs? What analyses and discussions have led the institution to agree on those needs?</p> <p>Are the institution's personnel sufficiently qualified to guarantee the integrity of programs and services?</p> | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|---|---|----------|----------------------------|------------------|
| services. | What analysis and discussions have led the institution to determine the qualifications of faculty and staff involved in offering DE/CE? | | | | |
| <p>III.A.1.a</p> <p>Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.</p> | How does the institution decide on hiring criteria? | | | | |
| | Does the institution advertise specifically for personnel with expertise and experience in DE/CE? What is the rationale? | | | | |
| | How are faculty involved in the selection of new faculty? | | | | |
| | How does the college decide an applicant is well qualified? | | | | |
| | How does the college decide whether an applicant is well qualified in the field of DE/CE? Has the institution formulated specific selection criteria? | | | | |
| | How does the college know that the faculty selected have knowledge of their subject matter? | | | | |
| | To what extent does the institution involve personnel with experience in DE/CE in the recruitment of new personnel? | | | | |
| | <p>By what methods does the college define and evaluate “effective teaching” in its hiring processes? How is that effectiveness judged?</p> <p>By what methods does the college define and evaluate “effective teaching” in its hiring processes for faculty to be involved in DE/CE? How is that effectiveness judged?</p> | | | | |
| How does the college define and judge scholarship in a candidate, and by what means does it judge a candidate’s potential to contribute to | | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|--|---|----------|----------------------------|------------------|
| | a college mission? | | | | |
| | How are jobs advertised? | | | | |
| | By what means does the institution verify the qualifications of applicants and newly hired personnel? | | | | |
| | How does the college identify faculty expertise in DE/CE instruction? | | | | |
| | How does the college check the equivalency of degrees from non-U.S. institutions? | | | | |
| | What evidence is there that hiring processes yield highly qualified employees? | | | | |
| | What safeguards are in place to assure that hiring procedures are constantly applied? | | | | |
| <p>III.A.1.b 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.</p> | How does the college decide on appropriate institutional responsibilities for personnel participation? How is participation judged? | | | | |
| | What process is in place to assure that evaluations lead to improvement of job performance? | | | | |
| | To what extent do the evaluation processes identify areas for improvement of duties related to DE/CE activities, including faculty's interest in future involvement in this field or need for development? | | | | |
| | What is the connection between personnel evaluations and institutional effectiveness and improvement? | | | | |
| | <p>Do evaluation criteria measure the effectiveness of personnel in performing their duties?</p> <p>Do evaluation criteria measure the effectiveness of personnel in</p> | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|---|---|----------|----------------------------|------------------|
| | performing their duties related to DE/CE activities? | | | | |
| <p>III.A.1.c Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.</p> | What are the roles of teachers, tutors, and others in producing student learning outcomes? | | | | |
| | What in-depth thinking have faculty, as individuals and collectively, engaged in about how well students are learning in their courses and programs? What measures have they, again as individuals and collectively, created or selected to measure that learning? Are these measures different for DE/CE students? | | | | |
| | What discussions have faculty had about how to improve learning? What plans have been made? | | | | |
| | After analyzing appropriate data, what discussions have faculty had about the need to, and how to improve learning outcomes in DE/CE? What plans have been made? | | | | |
| | <p>What changes have faculty made in teaching methodologies to improve learning?</p> <p>What changes have faculty made in teaching methodologies to improve learning in DE/CE mode after evaluation and analysis of evidence of effectiveness?</p> | | | | |
| | What changes in course content or sequencing have resulted from analyses of how well students are mastering course content in both DE/CE and face-to-face instructional formats? | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|--|---|----------|----------------------------|------------------|
| | What changes in course content or sequencing of DE/CE courses have resulted from analyses of how well students are mastering course content? | | | | |
| | What methods has the institution developed to evaluate effectiveness in producing student learning outcomes? Do these methods cover the effectiveness of producing and assessing student learning outcomes in DE/CE mode? Are these methods yielding meaningful and useful results? | | | | |
| | How does the institution use analysis of the results of assessment to improve student learning outcomes? | | | | |
| | <p>How has professional development supported faculty performance in satisfactory development and assessment of student learning outcomes?</p> <p>How has professional development supported faculty performance in the achievement and assessment of student learning outcomes in DE/CE courses? What kinds of support have been provided to staff?</p> | | | | |
| | Is there professional development for faculty using DE/CE modes of instruction? | | | | |
| <p>III.A.1.d The institution upholds a written code of professional ethics for all of its personnel.</p> | How does the institution foster ethical behavior in its employees? | | | | |
| | Does the institution have a written code of professional ethics for all its personnel? | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|---|---|----------|----------------------------|------------------|
| | How does the institution address issues of professional ethics related to DE/CE and do these efforts foster ethical behavior of employees? Are these issues included in the Code of Ethics? What is the rationale for the approach? | | | | |
| <p align="center">III.A.2</p> <p>The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.</p> | <p>By what means does the institution determine appropriate staffing levels for each program and service?</p> <p>By what means does the institution determine appropriate staffing levels for each program and service involved in the offering of programs and courses in DE/CE mode?</p> | | | | |
| | <p>How does the institution decide on the organization of administrative and support staffing?</p> <p>How does the institution decide on the organization of administrative and support staffing for DE/CE mode?</p> | | | | |
| | <p>How effectively does the number and organization of the institution's personnel work to support its programs and services? How does the institution evaluate this effectiveness?</p> <p>How effectively does the number and organization of the institution's personnel work to support its DE/CE programs and services? How does the institution evaluate this effectiveness?</p> | | | | |
| <p align="center">III.A.3</p> <p>The institution systematically develops personnel policies and</p> | <p>What processes does the institution use to develop and publicize its personnel policies?</p> | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|--|---|----------|----------------------------|------------------|
| procedures that are available for information and review. Such policies and procedures are equitably and consistently administered. | How does the institution ensure that it administers its personnel policies and procedures consistently and equitably? Do these policies and processes result in fair treatment of personnel? | | | | |
| III.A.3.a The institution establishes and adheres to written policies ensuring fairness in all employment procedures. | | | | | |
| III.A.3.b 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. | What are the institution's provisions for keeping personnel records secure and confidential? | | | | |
| III.A.4 The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity. | In what ways does the institution foster an appreciation for diversity? | | | | |
| III.A.4.a The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. | How does the institution determine what kinds of support its personnel need? | | | | |
| | How does the institution design programs and services that provide for the range of diverse personnel at the institution? | | | | |
| | What programs and services does the institution have to support its personnel? How effective are these programs? | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|--|---|----------|----------------------------|------------------|
| | Are the programs, practices and services evaluated on a regular basis? | | | | |
| III.A.4.b The institution regularly assesses that its record in employment equity and diversity is consistent with its mission. | What is the institution's record on employment equity and diversity? | | | | |
| | How does the institution track and analyze its employment equity record? How does it use this information? | | | | |
| III.A.4.c The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students. | What policies and procedures about the treatment of personnel does the institution have in place? | | | | |
| | How does the institution ensure that its personnel and students are treated fairly? | | | | |
| III.A.5 The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs | | | | | |
| III.A.5.a The institution plans professional development activities to meet the needs of its personnel. | What professional development programs relevant for DE/CE personnel does the institution support and/or provide? | | | | |
| | How does the institution determine the professional development needs of its personnel involved in DE/CE? | | | | |
| | What professional development programs on teaching and learning methodologies in DE/CE does the institution provide? | | | | |
| III.A.5.b With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for | What professional development programs does the institution offer and/or support? | | | | |
| | How does the institution identify teaching and learning needs of its faculty and other personnel? | | | | |
| | What processes ensure that | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|--|---|----------|----------------------------|------------------|
| improvement. | professional development opportunities address those needs? | | | | |
| | How does the college ensure meaningful evaluation of professional development activities? | | | | |
| | <p>What impact do professional development activities have on the improvement of teaching and learning? How does the institution evaluate that improvement?</p> <p>What impact do professional development activities related to DE/CE have on the improvement of teaching and learning? How does the institution evaluate that improvement?</p> | | | | |
| III.A.6 Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement. | What process does the institution use to assess the effectiveness of human resources in meeting the stated college mission and goals? | | | | |
| | How does the institution ensure that human resource decisions are developed from program review results, institutional needs and plans for improvement? What evidence is there that demonstrates the institution bases its human resource decisions on the results of evaluation of program and service needs? | | | | |
| | How does the institution determine that human resource needs in program and service areas are met effectively? | | | | |
| | | | | | |
| III.B – PHYSICAL RESOURCES Physical resources, which include facilities, equipment, land, and other assets, support | | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|--|---|----------|----------------------------|------------------|
| student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning. | | | | | |
| III.B.1 The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery. | Against what criteria and by what processes does the institution evaluate the safety of its facilities? | | | | |
| | What research and analysis process does the institution use to identify the need for equipment and other facilities to support and assure the integrity and quality of its programs and services provided in DE/CE mode? | | | | |
| | What evidence and/or data does the institution use to determine the sufficiency of its classrooms, lecture halls, laboratories, and other facilities? What mechanisms does the college use to evaluate how effectively facilities meet the needs of programs and services? | | | | |
| | What mechanisms does the college employ to evaluate how effectively equipment and facilities meet the needs of programs and services in DE/CE mode? | | | | |
| | How well does the institution meet its facilities' needs? Does the institution use the same criteria and processes for determining safety and sufficiency of facilities at off-campus sites? To what extent are off-campus sites safe and sufficient? | | | | |
| | How does the college use the results of facilities evaluations to improve them? Does the college use similar | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|---|---|----------|----------------------------|------------------|
| | <p>processes to assure the safety and sufficiency of its equipment?</p> <p>How does the college use the results of evaluations to improve equipment?</p> <p>Does the college employ similar processes to assure the safety and efficiency of its equipment?</p> | | | | |
| | <p>How does the institution support the equipment needs of the distance delivery modes it offers? Are institutional needs for equipment met?</p> <p>How does the institution meet its equipment needs for distance education? Are the equipment needs included in the facilities evaluations that the institution conducts?</p> | | | | |
| <p>III.B.1.a The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.</p> | <p>How does the institution consider the needs of programs and services when planning its buildings?</p> | | | | |
| | <p>What processes ensure that program and service needs determine equipment replacement and maintenance?</p> <p>What processes are used to ensure that program and service needs determine equipment replacement and maintenance for DE/CE?</p> | | | | |
| | <p>How does the institution evaluate effectiveness of facilities and equipment in meeting the needs of programs and services?</p> <p>How does the institution evaluate effectiveness of equipment in meeting the needs of programs and services offered in DE mode?</p> | | | | |
| | <p>How effectively does the institution use its physical resources?</p> | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|---|---|----------|----------------------------|------------------|
| <p>III.B.1.b</p> <p>The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.</p> | How does the institution assure access to its facilities? | | | | |
| | How does the institution ensure it maintains sufficient control over off-site facilities to ensure their quality? | | | | |
| <p>III.B.2</p> <p>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.</p> | <p>What process does the institution assess the use of its facilities? How often does the evaluation occur?</p> <p>What evaluation process does the institution use to assess the use of its facilities? Does the process also include the needs for equipment used for course offerings in DE mode? How often does the evaluation occur?</p> | | | | |
| | How does the college use the results of the evaluation to improve facilities or equipment? | | | | |
| | How does the college use the results of the evaluation to improve facilities and/or equipment? | | | | |
| | How are proctored sites selected and approved? | | | | |
| <p>III.B.2.a</p> <p>Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.</p> | What process does the institution follow to make capital plans? How are long-range capital projects linked to institutional planning? | | | | |
| | What elements comprise the definition of “total cost of ownership” the institution uses when making decisions about facilities and equipment? | | | | |
| | How do planning processes ensure that capital projects support college goals? How effective is long-range capital planning helping in advancing the college improvement goals? | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|---|---|----------|----------------------------|------------------|
| | How do long range capital plans support improvement goals and reflect projections related to equipment needed for DE/CE? | | | | |
| <p>III.B.2.b</p> <p>Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.</p> | How does the institution ensure that facilities decisions are developed from program review results, institutional needs, and plans for improvement? | | | | |
| | What evidence is there that the institution bases its physical resource decisions on the results of evaluation of program and service needs? How does the institution prioritize needs when making decisions about equipment purchases? | | | | |
| | How does the institution determine that physical resource needs in program and service areas are met effectively? How effectively are those needs met? | | | | |
| | | | | | |
| <p>III.C – TECHNOLOGY RESOURCES</p> <p>Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.</p> | | | | | |
| <p>III.C.1</p> <p>The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and</p> | <p>How does the institution ensure that its various types of technology needs are identified?</p> <p>How does the institution make sure that its technology needs for DE/CE are identified?</p> | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|--|---|----------|----------------------------|------------------|
| operational systems. | If the college is not supported by technology, how did the college make that decision? | | | | |
| | How does the institution evaluate the effectiveness of its technology in meeting its range of needs? How effectively are those needs met? | | | | |
| | How does the institution evaluate the effectiveness of this technology in meeting its range of needs? How effectively are those needs met? | | | | |
| III.C.1.a Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution. | How does the institution make decisions about technology services, facilities, hardware, and software? | | | | |
| | How does the institution make decisions about technology services, hardware, and software to ensure that the needs of faculty responsible for DE/CE are met? | | | | |
| | By what processes does the institution determine the technology solutions which are appropriate for its DE/CE courses and services? | | | | |
| | How well does technology accommodate the college's curricular commitments for distance learning programs and courses? Whether technology is provided directly by the institution or through contractual arrangements, are there provisions for reliability, disaster recovery, privacy, and security? Whether technology is provided directly by the institution or through contractual arrangements, are there provisions for reliability, disaster recovery, privacy, and security to | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|--|---|----------|----------------------------|------------------|
| | ensure that the technology platform for distance education courses and programs is reliable and sustainable? | | | | |
| <p>III.C.1.b The institution provides quality training in the effective application of its information technology to students and personnel.</p> | <p>How does the institution assess the need for information technology training for students and personnel?</p> <p>How does the institution assess the need for information technology training and provision of other types of information either written or provided in live electronic format for students and personnel engaged in DE/CE?</p> | | | | |
| | <p>What technology training does the institution provide to students and personnel? How does the institution ensure that the training and technical support it provides for faculty and staff are appropriate and effective? How effective is the training provided? How is the training evaluated?</p> <p>What technology training does the institution provide to students and personnel engaged in DE/CE courses and programs? Is the training different from training and information to students and personnel engaged in traditional teaching mode? What is the rationale?</p> <p>How does the institution ensure that the training and technical support it provides for faculty, staff and students is appropriate and effective? How effective is the training and information provided? How is it evaluated?</p> | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|---|---|----------|----------------------------|------------------|
| | By what means does the institution provide training and information to faculty, staff, and students? How does the institution ensure that the training and information is provided in a timely manner? | | | | |
| | How does the institution ensure that technology support is provided in a timely manner and how is the support organized? | | | | |
| <p align="center">III.C.1.c</p> <p>The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.</p> | How has the institution provided for the management, maintenance, and operation of its technological infrastructure and equipment? | | | | |
| | Does the college provide appropriate system reliability and emergency backup? | | | | |
| <p align="center">III.C.1.d</p> <p>The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.</p> | How does the institution make decisions about use and distribution of its technology resources? | | | | |
| | How does the institution make decisions about use and distribution of its technology resources in relation to DE/CE? | | | | |
| | <p>What provisions has the institution made to assure a robust and secure technical infrastructure that provides maximum reliability for students and faculty?</p> <p>What provisions has the institution made to assure a robust and secure technical infrastructure, providing maximum reliability for students and faculty when offering its DE/CE courses and programs?</p> | | | | |
| | What policies or procedures does the institution have in place to keep the infrastructure reasonably current and sustainable? | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|--|---|----------|----------------------------|------------------|
| | What policies or procedures does the institution have in place to keep the infrastructure necessary to maintain an effective platform for DE/CE reasonably up-to date? | | | | |
| | Does the institution give sufficient consideration to equipment selected for DE programs? How effectively is technology distributed and used? | | | | |
| III.C.2 Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement. | How does the institution ensure that facilities decisions are developed from program review results, institutional needs, and plans for improvement? | | | | |
| | What evidence is there that the institution bases its technology decisions on the results of evaluation of program and service needs? What evidence is there that the institution bases its technology decisions on the results of evaluation of program and service needs and that the evaluation includes the needs related to DE/CE? | | | | |
| | How does the institution determine that technology needs in program and service areas are met effectively? How does the institution determine that technology needs in DE/CE programs and services are met effectively? | | | | |
| | How does the institution prioritize needs when making decisions about technology purchases? How effectively are those needs met? How does the institution prioritize needs when making decisions about technology purchases relevant for | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|--|---|----------|----------------------------|------------------|
| | DE/CE? How effectively are those needs met? | | | | |
| | | | | | |
| III.D – FINANCIAL RESOURCES Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems. | What is the institution’s overall budget? | | | | |
| | Does the institution have a separate budget for DE activities? Does the budget provide sufficient resources for the effective planning, maintenance, implementation and enhancement of DE courses, programs and services as well as personnel development? | | | | |
| | Does it have sufficient revenues to support educational improvements? | | | | |
| | Are the institution’s finances managed with integrity in a manner that ensures financial stability? | | | | |
| | Does the resource allocation process provide a means for setting priorities for funding institutional improvements? | | | | |
| | Are institutional resources sufficient to ensure financial solvency? | | | | |
| | If there is growth in the DE/CE programs, what are the plans for sustainability? | | | | |
| III.D.1 The institution’s mission and goals are the foundation for financial planning | . | | | | |
| III.D.1.a Financial planning is integrated with and supports all institutional planning. | Does the institution review its mission and goals as part of the annual fiscal planning process? | | | | |
| | Does the institution identify goals for achievement in any given budget cycle? | | | | |
| | Does the institution establish priorities among competing needs so | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|--|---|----------|----------------------------|------------------|
| | that it can predict future funding? Do institutional plans exist, and are they linked clearly to financial plans, both short term and long range? | | | | |
| | Does the financial planning process rely primarily on institutional plans for content and timelines? | | | | |
| | Can the institution provide evidence that past fiscal expenditures have supported achievement of institutional plans? | | | | |
| | Does the governing board and other institutional leadership receive information about fiscal planning that demonstrates its links to institutional planning? | | | | |
| <p>III.D.1.b Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.</p> | Do individuals involved in institutional planning receive accurate information about available funds, including the annual budget showing ongoing and anticipated fiscal commitments? | | | | |
| | Does the institution establish funding priorities in a manner that helps the institution achieve its mission and goals? Are items focused on student learning given appropriate priority? What other documents are used in institutional planning? | | | | |
| <p>III.D.1.c 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.</p> | What evidence of long term fiscal planning and priorities exists? | | | | |
| | Does the institution have plans for payments of long term liabilities and obligations, including debt, health benefits, insurance costs, building maintenance costs, etc? Is this information used in short term or annual budget and other fiscal planning? | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|--|---|----------|----------------------------|------------------|
| | Does the Institution allocate resources to the payment of its liabilities and funds/reserves to address long-term obligations? Are resources directed to actuarially developed plans for Other Post-Employment Retirement Benefit (OPEB) obligations? | | | | |
| | What evidence exists that the need for technology enhanced facilities and equipment appropriate to meeting DE/CE program and course objectives is part of the long-term integrated planning and budgeting activities? To what extent does the long-term planning and priorities take DE/CE needs into account? | | | | |
| <p>III.D.1.d 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.</p> | Where or how are the processes for financial planning and budget recorded and made known to college constituents? | | | | |
| | What mechanisms or processes are used to ensure constituent participation in financial planning and budget development? | | | | |
| <p>III.D.2 To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.</p> | | | | | |
| <p>III.D.2.a Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and</p> | Are funds allocated, as shown in the budget, in a manner that will realistically achieve the institution's stated goals for student learning? | | | | |
| | What do the audit statements say about financial management? | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|---|---|----------|----------------------------|------------------|
| reflect appropriate allocation and use of financial resources to support student learning programs and services. | Does the institution provide timely corrections to audit exceptions and management advice? | | | | |
| | Is the institutional budget an accurate reflection of institutional spending and does it have credibility with constituents? | | | | |
| | Are audit findings communicated to appropriate institutional leadership and constituents? | | | | |
| <p style="text-align: right;">III.D.2.b</p> Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately. | What information about budget, about fiscal conditions, about financial planning and about audit results is provided throughout the college? Is this information sufficient in content and timing to support institutional and financial planning and financial management? | | | | |
| <p style="text-align: right;">III.D.2.c</p> Appropriate financial information is provided throughout the institution in a timely manner. | What is the ending balance of unrestricted funds for the institution's immediate past three years. Is this amount sufficient to maintain a reserve needed for emergencies? | | | | |
| | Does the institution have any other access to cash should the need arise? | | | | |
| | How does the institution receive its revenues? Does this receipt pose cash flow difficulties for the college? If so, how does the college address cash flow difficulties? (e.g., Certificates of Participation (COPS), loans)? | | | | |
| | Has the institution sufficient insurance to cover its needs? Is the institution self-funded in any insurance categories? If so, does it have sufficient reserves to handle financial emergencies? | | | | |
| <p style="text-align: right;">III.D.2.d</p> | What are the institution's procedures for reviewing fiscal management? | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|--|---|----------|----------------------------|------------------|
| 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. | Are those regularly implemented? | | | | |
| | What evidence about fiscal management is provided by external audits and financial program reviews? | | | | |
| | Does the institution review its internal control systems on a regular basis? Does the institution respond to internal control deficiencies identified in the annual audit in a timely manner? | | | | |
| | Is there an annual assessment of debt repayment, obligations, and are resources allocated in a manner that ensures stable finances? | | | | |
| | Are student loan default rates, revenues, and related matters monitored and assessed to ensure compliance with federal regulations? | | | | |
| | Has the institution received any audit findings or negative reviews during the last six years? | | | | |
| <p style="text-align: center;">III.D.2.e</p> The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement. | Are the institution's special funds audited or reviewed by funding agencies regularly? | | | | |
| | Do the audits demonstrate the integrity of financial management practices? | | | | |
| | Are expenditures from special funds made in a manner consistent with the intent and requirements of the funding source? Are bond expenditures consistent with regulatory and legal restrictions? | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|--|---|----------|----------------------------|------------------|
| | Does the institution have any contractual agreements that relate to the provision of support to students, staff, and faculty involved in DE/CE and the technology platform used for DE/CE activities? What are the contractual arrangements, and are they consistent with institutional mission and goals? | | | | |
| | Does the institution have appropriate control over these contracts? Can it change or terminate contracts that do not meet its required standards of quality? | | | | |
| <p>III.D.3 The institution has policies and procedures to ensure sound financial practices and financial stability</p> | | | | | |
| <p>III.D.3.a The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.</p> | What is the level of the institution's fiscal reserve? | | | | |
| <p>III.D.3.b The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations,</p> | What processes does the institution use to assess its use of financial resources? | | | | |
| | How does the institution ensure that it assesses its use of financial resources systematically and effectively? | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|---|--|-----------------|-----------------------------------|-------------------------|
| and institutional investments and assets. | How does the institution use results of the evaluation as the basis for improvement? | | | | |
| III.D.3.c 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 elated obligations. | Is the institution fully funding its annual OPEB obligation (Annual required contribution (ARC))? At what level is the contribution being funded? | | | | |
| III.D.3.d The actual/actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards | | | | | |
| III.D.3.e 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. | What is the level of locally incurred debt? | | | | |
| | What percentage of the budget is used to repay this debt? | | | | |
| | Does the locally incurred debt repayment schedule have an adverse impact on institutional financial stability? | | | | |
| III.D.3.f Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements. | What is the default rate for the past three years? | | | | |
| | Is the default rate within federal guidelines? | | | | |
| | Does the institution have a plan to reduce the default rate if it exceeds federal guidelines? | | | | |
| III.D.3.g | What contractual agreements exist, and are they consistent with | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|---|---|----------|----------------------------|------------------|
| 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. | institutional mission and goals? | | | | |
| | Does the institution have appropriate control over these contracts? Can it change or terminate contracts that don't meet its required standards of quality? | | | | |
| | Are external contracts managed in a manner to ensure that federal guidelines are met? | | | | |
| <p style="text-align: center;">III.D.3.h</p> The institution regularly evaluates its financial management practices, and the results of the evaluation are used to improve internal control structures. | Does the institution have an annual external audit to provide feedback on its processes? | | | | |
| | Does the institution review the effectiveness of its past fiscal planning as part of planning for current and future fiscal needs? | | | | |
| <p style="text-align: center;">III.D.4</p> Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement. | How does the institution ensure that financial decisions are developed from program review results, institutional needs, and plans for improvement? | | | | |
| | What evidence is there that the institution bases its financial decisions on the results of evaluation of program and service needs? | | | | |
| | How does the institution determine that financial needs in program and service areas are met effectively? | | | | |
| | How does the institution prioritize needs when making financial decisions? How effectively are those needs met? | | | | |

Standard IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles 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 administrator.

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|--|--|----------|----------------------------|------------------|
| <p>IV.A – DECISION-MAKING PROCESS The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.</p> | | | | | |
| <p>IV.A.1 Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in 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 discussion, planning, and implementation.</p> | <p>What do the statements about institutional goals reveal about the institution’s commitment to excellence?</p> | | | | |
| | <p>Are the institution’s goals and values clearly articulated and understood by all? Can college staff list what those goals and values are?</p> | | | | |
| | <p>Can staff describe their roles in helping the institution achieve its goals?</p> | | | | |
| | <p>What information about institutional performance is circulating and available to staff and students? How is the information kept current? Is it easily accessed, is it understandable? Is it regularly used in institutional dialogue and decision-making sessions?</p> | | | | |
| | <p>Do the institution’s processes for institutional evaluation and review, and planning for improvements, provide venues where the</p> | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|--|---|----------|----------------------------|------------------|
| | evaluations of the institution's performance are made available to all staff? | | | | |
| | Do institutional planning efforts provide opportunity for appropriate staff participation? | | | | |
| | How do individuals bring forward ideas for institutional improvement? | | | | |
| | How does the institution articulate the responsibilities of individuals to develop ideas for improvements in their areas of responsibility? | | | | |
| | How do individuals and groups at the institution use the governance process to enhance student learning? | | | | |
| <p>IV.A.2</p> <p>The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special purpose bodies.</p> | | | | | |
| <p>IV.A.2.a</p> <p>Faculty and administrators have a substantive and clearly defined role in</p> | What do institutional policies and procedures describe as the roles for each group in governance, including planning and budget development? | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|--|--|-----------------|-----------------------------------|-------------------------|
| institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions. | What evidence demonstrates that these policies and procedures are functioning effectively? | | | | |
| <p>IV.A.2.b</p> <p>The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.</p> | What documents describe the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters? | | | | |
| <p>IV.A.3</p> <p>Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.</p> | <p>Do the written policies on governance procedures specify appropriate roles for all staff and students? Do these policies specify the academic roles of faculty in areas of student educational programs and services planning?</p> <p>Do the written policies on governance procedures specify appropriate roles for all staff and students, including opportunities for students enrolled in DE/CE? How are these roles practically performed?</p> | | | | |
| | <p>Are staff and students well informed of their respective roles? Do staff participate as encouraged</p> | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|--|---|----------|----------------------------|------------------|
| | <p>by these policies? Do the various groups work in collaborative effort on behalf of institutional improvements? Is the result of this effort actual institutional improvement?</p> <p>Are DE/CE students well informed of their respective roles?</p> | | | | |
| | <p>Is there effective communication at the college – clear, understood, widely available, current communication?</p> <p>Is there effective, clear communication at the college? Is communication clearly understood, widely available, and current? Does it take into consideration the needs of students enrolled in DE/CE courses or programs?</p> | | | | |
| | <p>Do staff at the college know essential information about institutional efforts to achieve goals and improve learning?</p> | | | | |
| <p>IV.A.4 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with the ACCJC’s Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-evaluation, and other reports, team visits, and prior approval of substantive changes. The</p> | <p>What does documentation of the institution’s past accreditation history show about integrity in its relationship with the commission – has it responded expeditiously and honestly to recommendations, are there citations indicating difficulty, etc.?</p> | | | | |
| | <p>Are the institution’s communications of education qualities or institutional effectiveness to the public accurate?</p> | | | | |
| | <p>What is the institution’s evidence of compliance with the U.S. Department of Education?</p> | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|--|--|-----------------|-----------------------------------|-------------------------|
| institution moves expeditiously to respond to recommendations made by the Commission. | | | | | |
| IV.A.5 The role of leadership and the institution's governance and decision-making structures 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. | What process does the institution use to evaluate its governance and decision-making structures? Are the results communicated within the campus community? | | | | |
| | How does the institution use identified weaknesses to make needed improvements? | | | | |
| | | | | | |
| IV.B – BOARD AND ADMINISTRATIVE ORGANIZATION In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges. | | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|---|---|----------|----------------------------|------------------|
| <p>IV.B.1 The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.</p> | <p>Does the institution have a Policy Manual or other compilation of policy documents that demonstrate the governing board's role in establishing a policy for selecting and evaluating the chief administrator for the college or district/system and reviewing it on a regular basis?</p> <p>Does the institution have a policy manual or other policy documents that show the board's role in establishing said policy, including policies on DE/CE and reviewing it on a regular basis?</p> | | | | |
| | <p>What statements about quality of program, integrity of institutional actions, and about effectiveness of student learning programs and services are to be found in the institution's board-established policies, mission statement, vision or philosophy statement, planning documents, or other statements of direction? Do these statements appropriately include issues related to the institution's DE/CE educational activities?</p> | | | | |
| | <p>What is the written policy describing selection and evaluation of the chief administrator? Has the board followed it?</p> | | | | |
| <p>IV.B.1.a The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It</p> | <p>Is the governing board appropriately representative of the public interest and lacking conflict of interest? Does the composition of the governing board reflect public interest in the institution?</p> | | | | |
| | <p>Are less than half of the board members owners of the institution? Are a majority of governing board</p> | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|--|---|----------|----------------------------|------------------|
| advocates for and defends the institution and protects it from undue influence or pressure. | members non-owners of the institution? | | | | |
| <p>IV.B.1.b</p> <p>The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.</p> | What policies, institutional goals or other formal statements exist that describe governing board expectations for quality, integrity and improvement of student learning programs and services? | | | | |
| <p>IV.B.1.c</p> <p>The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.</p> | Is the governing board independent; are its actions final, not subject to the actions of any other entity? | | | | |
| <p>IV.B.1.d</p> <p>The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.</p> | | | | | |
| <p>IV.B.1.e</p> <p>The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as</p> | Do the records of governing board actions (minutes, resolutions) indicate that it acts consistent with its policies and bylaws? | | | | |
| | Does the governing board have a system for evaluating and revising its policies on a regular basis? Is this system implemented? | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|--|---|----------|----------------------------|------------------|
| necessary. | | | | | |
| <p>IV.B.1.f The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.</p> | What is the governing board's program for development and orientation? | | | | |
| | Does the governing board development program address the need to learn about Accreditation Standards and expectations? | | | | |
| | Does the board have a formal, written method of providing for continuing membership and staggered terms of office? | | | | |
| <p>IV.B.1.g The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.</p> | What is the board self-evaluation process as defined in its policies? Does the process as described present as an effective review? | | | | |
| | Does the governing board policy call for regular self-evaluation? Does the institution's board regularly evaluate its own performance? | | | | |
| <p>IV.B.1.h The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.</p> | What is the board's stated process for dealing with board behavior that is unethical? Does the governing board implement this process? Is there evidence of results? | | | | |
| <p>IV.B.1.i The governing board is informed about and involved in the accreditation process.</p> | What training is provided to the board about the accreditation process, and Accreditation Standards? | | | | |
| | How does the board participate appropriately in institutional self-evaluation and planning efforts? | | | | |
| | How do board actions indicate a commitment to improvements planned as part of institutional self-evaluation and accreditation processes? | | | | |
| | How do board actions reflect the | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|---|---|----------|----------------------------|------------------|
| | commitment to supporting and improving student learning outcomes as reflected in the Accreditation Standards and expectations for institutional improvement? | | | | |
| | Is the board informed of institutional reports due to the Commission, and of Commission recommendations to the institution? | | | | |
| | Is the board knowledgeable about Accreditation Standards, including those that apply to the board? | | | | |
| | Does the board assess its own performance using Accreditation Standards? | | | | |
| <p>IV.B.1.j The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or</p> | What is the established board process for conducting search and selection processes for the chief administrator? Are those processes documented? | | | | |
| | Has the board used these processes in its most recent chief administrator searches? | | | | |
| | How is the board delegation of administrative authority to the chief administrator defined? (In policy documents? In a contract with the chief administrator?) | | | | |
| | Is this delegation clear to all parties? | | | | |
| | How effective is the governing board in focusing at the policy level? | | | | |
| | What mechanisms does the board use in its evaluation of the chief administrator's performance on implementation of board policies and achievement of institutional goals? | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|---|--|-----------------|-----------------------------------|-------------------------|
| college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges. | How does the board set clear expectations for regular reports on institutional performance from the chief administrator? | | | | |
| | How does the board set expectations for sufficient information on institutional performance to ensure that it can fulfill its responsibility for educational quality, legal matters, and financial integrity? | | | | |
| <p>IV.B.2</p> <p>The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.</p> | | | | | |
| <p>IV.B.2.a</p> <p>The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.</p> | | | | | |
| <p>IV.B.2.b(1)</p> <p>The president guides institutional improvement of the teaching and learning</p> | | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|---|--|-----------------|-----------------------------------|-------------------------|
| <p>environment by the following:</p> <p>1) establishing a collegial process that sets values, goals, and priorities;</p> | | | | | |
| <p>IV.B.2.b.(2)</p> <p>The president guides institutional improvement of the teaching and learning environment by the following:</p> <p>2) ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions.</p> | | | | | |
| <p>IV.B.2.b.(3)</p> <p>The president guides institutional improvement of the teaching and learning environment by the following:</p> <p>3) ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and</p> | | | | | |
| <p>IV.B.2.b.(4)</p> <p>The president guides institutional improvement of the teaching and learning</p> | <p>What does the president do to communicate institutional values, goals and direction?</p> <p>How familiar is the president with data and analyses of institutional performance?</p> | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|--|--|-----------------|-----------------------------------|-------------------------|
| <p>environment by the following:</p> <p>4) establishing procedures to evaluate overall institutional planning and implementation efforts.</p> | How does the president communicate the importance of a culture of evidence and a focus on student learning? | | | | |
| | Where does the research office report in the institution; does it have easy access to the president's office? | | | | |
| | What mechanisms has the president put in place to link institutional research, particularly research on student learning, institutional planning processes, resource allocation processes? | | | | |
| | How does the district chief executive officer follow the component parts of this Standard in the role of providing effective district leadership? | | | | |
| <p>IV.B.2.c</p> <p>The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.</p> | | | | | |
| <p>IV.B.2.d</p> <p>The president effectively controls budget and expenditures.</p> | | | | | |
| <p>IV.B.2.e</p> <p>The president works and communicates effectively with the communities served by the institution.</p> | | | | | |
| <p>IV.B.3</p> | | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|--|--|-----------------|-----------------------------------|-------------------------|
| <p>In multi-college districts or systems, the district/ system provides primary 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. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.</p> | | | | | |
| <p>IV.B.3.a The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.</p> | <p>Does the district/system have a written delineation of responsibilities? Are institutional and district/system staff knowledgeable of this delineation?</p> | | | | |
| | <p>Is the delineation of responsibilities evaluated for effectiveness?</p> | | | | |
| <p>IV.B.3.b The district/system provides effective services that support the colleges in their missions and functions.</p> | <p>What feedback mechanisms does the district/system have in place to allow assessment of the effectiveness of district/system services?</p> | | | | |
| | <p>Is the assessment of district/system services data driven? Does it reflect the needs and priorities of the institutions?</p> | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|--|--|---|----------|----------------------------|------------------|
| | Are district/system services regularly evaluated with regard to their support for institutional missions and functions? | | | | |
| <p>IV.B.3.c The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.</p> | What is the district/system's method of distributing resources to its institutions? Is the district/system based in a realistic assessment of needs of each institution? Is it a fair process? | | | | |
| | Is the district/system's resource distribution method data driven? Does it reflect the needs and priorities of the institutions? | | | | |
| <p>IV.B.3.d The district/system effectively controls its expenditures.</p> | What are the institution's financial control mechanisms? Does the institution follow standard good practice in fiscal management? | | | | |
| | Does the institution consistently end the fiscal year with a positive ending balance? | | | | |
| | What do the institution's most recent annual independent audit reports and audited financial statements reveal about control of expenditures? | | | | |
| <p>IV.B.3.e The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/ system policies without his/her interference and holds them accountable for the operation of the colleges.</p> | | | | | |
| <p>IV.B.3.f The district/system acts</p> | What methods of working jointly the district/system and the institutions use? | | | | |

| Accreditation Standard Section | Sub-queries | Meets Standard Y/N Recommend/ Commend R/C | Evidence | Meetings During Site Visit | Notes for Report |
|---|---|--|-----------------|-----------------------------------|-------------------------|
| as the liaison between the colleges and the governing board. The district/ system and the colleges use effective methods of communication, and they exchange information in a timely manner. | Do these methods result in clear and timely communications in all directions? | | | | |
| | Are the institutions well-informed about system issues, governing board actions and interests that have an impact on their operations, educational quality, stability or ability to provide high quality education? | | | | |
| IV.B.3.g The district/system regularly evaluates district/ system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement. | What are the district/system's methods for evaluating its effectiveness? | | | | |
| | Does it conduct regular assessments? How does it communicate the results? | | | | |

| THEMES | Notes for Report |
|---|--------------------------|
| <p>INSTITUTIONAL COMMITMENTS: The standards ask institutions to make a commitment to providing high quality education congruent with institutional mission. The first expression of this is in Standard I, which calls for an institutional mission statement that reflects the intended student population and the institution’s commitment to student learning. Throughout the Standards, the Commission requires that institutions ensure the consistency between mission and institutional goals and plans and ensure that the mission is more than a statement of intention — that it guides institutional action. The Standards also require that an institution commit to supporting student learning as its primary mission.</p> <p>The references to student learning outcomes throughout the Standards are designed to guide this institutional commitment to student learning. The Standards’ requirement that the entire institution participate in reviewing institutional performance and developing plans for improvement of student learning outcomes is intended to help the institution sustain its commitment to student learning. Finally, the requirement that an institution regularly review its mission statement asks that the institution periodically reflect on its mission statement, adapt it as needed, and renew commitment to achieving the mission.</p> | <p>_____ (Y/N) Meets</p> |
| <p>EVALUATION, PLANNING, AND IMPROVEMENT: The Standards require ongoing institutional evaluation and improvement to help serve students better. Evaluation focuses on student achievement, student learning, and the effectiveness of processes, policies, and organization. Improvement is achieved through an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation. The planning cycle begins with the evaluation of student needs and college programs and services. This evaluation in turn informs college decisions about where it needs to improve, and the college identifies improvement goals campus wide. Resources are distributed in order to implement these goals. When resources are insufficient to support improvement goals, the college adjusts its resource decisions to reflect its priorities or seeks other means of supplying resources to meet its goals. Once improvement plans have been fully implemented, evaluation of how well the goals have been met ensues. Thus, the planning cycle is comprised of evaluation, goal setting, resource distribution, implementation, and reevaluation</p> | <p>_____ (Y/N) Meets</p> |
| <p>STUDENT LEARNING OUTCOMES: The development of Student Learning Outcomes is one of the key themes in these Standards. The Standards require institutions to consciously and robustly demonstrate the effectiveness of its efforts to produce and support student learning by developing student learning outcomes at the course, program, certificate, and degree level. This demonstration of effectiveness requires that learning outcomes be measured and assessed to determine how well learning is occurring so that changes to improve learning and teaching can be made. It requires that faculty and others responsible for student progress engage in discussions of ways to deliver instruction to maximize student learning. It requires that those providing student support services develop student learning outcomes and evaluate the quality of their policies, processes, and procedures for providing students access and movement through the institution. And it requires that student learning outcomes be at the center of the institution’s key processes and allocation of resources.</p> | <p>_____ (Y/N) Meets</p> |

| | |
|--|--------------------------|
| <p>Ultimately, this theme requires that an institution engage in self-analysis leading to improvement of all that it does regarding learning and teaching</p> | |
| <p>ORGANIZATION: The Standards require colleges to have inclusive, informed and intentional efforts to define student learning, provide programs to support that learning, and to evaluate how well learning is occurring. This requirement means that the institution must have in place the organizational means to identify and make public learning outcomes, to evaluate the effectiveness of programs in producing those outcomes, and to make improvements. The requirement for adequate staff, resources and organizational structure (communication and decision making structures) is not new to regional accreditation standards, but the new expectation is that these be oriented to produce and support student learning. Consequently, they will be evaluated in part by how well they support learning.</p> | <p>_____ (Y/N) Meets</p> |
| <p>DIALOGUE: The Standards are designed to facilitate college engagement in inclusive, informed, and intentional dialogue about institutional quality and improvement. The dialogue should purposefully guide institutional change. All members of the college community should participate in this reflection and exchange about student achievement, student learning, and the effectiveness of its processes, policies, and organization. For the dialogue to have its intended effect, it should be based on reliable information about the college’s programs and services and evidence on how well the institution is meeting student needs. Information should be quantitative and qualitative, responsive to clear inquiry, meaningfully interpreted, and broadly communicated. The institutional dialogue should result in ongoing self-reflection and conscious improvement.</p> | <p>_____ (Y/N) Meets</p> |
| <p>INSTITUTIONAL INTEGRITY: This theme deals with the institution’s demonstrated concern with honesty, truthfulness, and the manner in which it represents itself to all internal and external stakeholders. This theme speaks to the intentions of an institution and how it implements them. It prompts institutional assessment of the integrity of its policies, practices, and procedures and to how it interacts with students, employees, and its community. It asks that the institution concern itself with the clarity, understandability, accessibility, and appropriateness of its publications; that its faculty provide for open inquiry in their classes as well as student grades that reflect an honest appraisal of student performance against faculty standards. It has an expectation of academic honesty on the part of students. It requires that the institution demonstrate regard for issues of equity and diversity. It encourages the institution to review its hiring and employment practices as well as to its relationship with the Commission and other external agencies. Finally, it expects that an institution be self-reflective and honest with itself in all its operations.</p> | <p>_____ (Y/N) Meets</p> |