Sources of Evidence: Examples for Standard I

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

Standard I: Institutional Mission and Effectiveness

A. Mission

☐ Evidence that analysis of how the institutional mission and goals are linked to the needs of the student population has taken place

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

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

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

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

B. Improving Institutional Effectiveness

☐ Evidence that the institution has developed processes by which continuous dialogue about both student learning and institutional processes can take place

☐ Evidence of institution-set standards and analysis of results for improvement

☐ Evidence of broad-based participation in the dialogue

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

☐ Written, current institutional plans that describe how the institution will achieve its goals

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

☐ Evidence that goals are developed with the knowledge and understanding of the college community
☐ Evidence there exists a current cycle in which evaluation results are utilized in integrating planning, resource allocation, implementation, and re-evaluation

☐ Evidence that data is both quantitative and qualitative

☐ Evidence that well-defined, decision-making processes and authority facilitate planning and institutional effectiveness

☐ Evidence of regular and systematic assessment of the effectiveness of all institutional services and processes

☐ Evidence that the results of evaluations are disseminated to and understood by the college community

☐ Evidence that results of regular and systematic assessments are used for institutional improvement

☐ Evidence of current, systematic program reviews and use of results

☐ Evidence that program review processes are systematically evaluated
Sources of Evidence: Examples for Standard II

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

Standard II: Student Learning Programs and Services

A. Instructional Programs

☐ Evidence that all instructional offerings align with the institution’s mission regardless of where and how they are taught

☐ Evidence that the quality of all programs is consistently determined to meet a high standard and rigor appropriate for higher education

☐ Evidence of analytical reviews demonstrating that instructional programs are relevant to the interests, needs and educational goals of the students served by the institution

☐ Evidence students are achieving stated learning outcomes

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

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

☐ Evidence of assessment of student learning and program outcomes

☐ Evidence of assessment of student achievement data

☐ Evidence of institution-set standards

☐ Evidence of analysis of assessment results and use for improvement of student learning

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

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

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

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

☐ Evidence of the role played by advisory committees
- Evidence instructional offerings are in appropriate areas of academic study given the institution's mission
- Evidence programs are appropriately sequenced to provide the bases for success in subsequent courses
- Evidence courses are of sufficient content, breadth, and length to permit the student to learn and practice expected knowledge, skills, and abilities
- Evidence the institution concerns itself with pedagogy that addresses student needs and learning styles
- Evidence that diverse methods of instruction are used and that students are exposed to a variety of points of view
- Evidence of regular, systematic evaluation and review of instructional courses and programs, using consistent and valid research strategies
- Evidence evaluation results are used for improvement
- Evidence that elements assessed include measures of student achievement and learning
- Evidence for an assessment plan that includes systematic evaluation and integrated planning of student learning outcomes for all courses, programs, certificates and degrees
- Evidence that results of evaluation are communicated and disseminated
- Evidence that results of evaluation are used for improvement
- Evidence of a process for validating the effectiveness of examinations that assess student learning
- Evidence that placement tests are examined for biases
- Evidence the institution has developed a means for awarding credit based on student learning outcomes
- Evidence that credits awarded are consistent with accepted higher education practices
- Evidence the college uses student achievement of stated learning outcomes in awarding credit for degrees and certificates
- Evidence that a consistent process for examining student learning outcomes is used to analyze courses for inclusion as general education
- Evidence that the rationale for general education is communicated to students, employers, and other constituencies

Sources of Evidence: Examples for Standard IIA - Instructional Programs
- Evidence that content and methodology is determined by appropriate discipline faculty
- Evidence the institution has determined standards for the skills in general education
- Evidence students who complete general education programs are proficient in general education skills
- Evidence the program of general education includes student learning outcomes concerning values, ethics, civic responsibility, and diverse perspectives
- Evidence that students who complete vocational and occupational degrees and certificates meet employment competencies, are prepared for certification by external agencies, are prepared for licensure
- Evidence that clear and complete information about degrees and certificates is made available to students in publications and course syllabi
- Evidence that transfer policies are made available to students
- Evidence that transferred courses accepted are comparable to the college's student learning outcomes for courses
- Evidence that articulation agreements exist and are regularly evaluated
- Evidence students are able to complete programs that substantially change or are eliminated
- Evidence students are advised on what they must do to complete the programs above
- Evidence that publications and other representations of the college are regularly reviewed for clarity and accuracy
- Evidence that institutional policies are regularly reviewed to ensure integrity
- Evidence the institution provides the public with information about student achievement
- Evidence of board-approved and distributed policies on academic freedom and student academic honesty
- Evidence that the policies above are followed
- Evidence of faculty awareness and commitment to fair and objective presentation of knowledge
- Evidence that a college’s declaration of specific world views or codes of conduct policies are clear in publications provided in advance of enrollment or employment
B. Student Support Services

- Evidence the institution systematically evaluates its student support services in light of its stated mission
- Evidence student support services support learning
- Evidence that the catalog contains items specified in Standards II.B.2.a-d
- Evidence the institution assesses student needs for services and provides for them
- Evidence the institution assesses student needs for services regardless of location or mode of instructional delivery and provides them
- Evidence activities encouraging personal development are made available to students
- Evidence the institution develops, implements, and evaluates counseling and/or academic advising
- Evidence that evaluation of counseling and/or academic advising includes how it enhances student development and success, including online students and students at off-campus locations
- Evidence that those responsible for counseling/advising are appropriately trained
- Evidence the institution develops, implements, and evaluates the effectiveness of services that enhance student understanding and appreciation of diversity
- Evidence admissions practices and placement instruments are regularly evaluated
- Evidence placement instruments are valid and minimize bias
- Evidence that student records are kept confidential and secure
- Evidence for how student records are released
- Evidence that review of student service programs is regularly conducted and results are used for improvement
- Evidence that analysis of review of student service programs includes verification that services contribute to student learning outcomes
- Evidence the institution maintains a file of student complaints/grievances
- Evidence of a student authentication process to ensure the student enrolled in an online course is the same student that participates, completes the course, and receives the credit
C. Library and Learning Support Services

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

☐ Evidence that demonstrates quantity, quality, depth and variety:

  • *Description of quantity:* Number of volumes, number of periodicals, description of number and kinds of technological resources or equipment, including computers, microfiche machines, video equipment, audio tapes, CD ROM's and other data source, number of student stations available in library and learning resource center (LRC)

☐ Evidence that demonstrates ongoing instruction:

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

☐ Evidence the library evaluates the effectiveness of student learning during courses, workshops on information competency and use of the library and LSS

☐ Evidence that data links purchases to educational programs and SLOs defined by educational programs and by assessments of student learning

☐ A description of library acquisition plans related to educational plans

  • Data and analyses of the institutional evaluations of library holdings by faculty (or disciplines or programs), students, and any external reviewers
  • Other analyses showing relationship between library use and student learning

☐ Evidence that includes a description of hours of operation or access, description of remote access to library and LRC holdings, capacity of the remote means of delivery, any contingencies on turnaround time, limits to access relative to on campus students

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

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

  • Description of remote access practice that is computer based, circulation of volumes, etc., for each remote site or population
  • Description of use of library and LSS by remote users - students, faculty
□ Evidence that includes institutional maintenance schedules, capital improvement plans, a description of security provisions for library holdings, and any institutional self-assessments of adequacy
  • Institutional plans for improvement of library and LSS
□ Evidence that includes the formal agreements or contracts themselves, and evidence therein of the accredited institution’s expectations for services
  • Description of the contracted/collaborated services quantity, quality, depth and currency, as in a, b, c and d, above
  • Results of evaluation of the contracted/collaborated library and LSS
  • Provisions of the contract that provide for accredited institution’s control of quality or ability to influence quality of contracted/collaborated service
□ Evidence the institution complies with the Commission’s “Policy on Contractual Relationships with Non-Regionally Accredited Organizations”
Sources of Evidence: Examples for Standard III

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

Standard III: Resources

A. Human Resources

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

☐ Evidence the institution uses analyses in determining hiring priorities

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

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

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

☐ Evidence that hiring procedures are written and consistently applied

☐ Evidence the institution verifies employee degrees, experience, and references of newly hired personnel

☐ Evidence of a systematic process for determining personnel evaluation criteria

☐ Evidence evaluation criteria are based on job responsibilities

☐ Evidence evaluation processes are written and followed

☐ Evidence evaluations are conducted regularly

☐ Evidence the institution uses the results of personnel evaluations for improvement

☐ Evidence the institution evaluates the effectiveness in producing student learning outcomes of faculty, tutors, and others involved in the teaching-learning process

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

☐ Evidence the institution employs a core of full-time faculty

☐ Evidence the institution employs qualified administrators and support staff in sufficient numbers
- Evidence the institution administers its personnel policies consistently and fairly
- Evidence the institution maintains personnel records appropriately
- Evidence about how the institution provides employees access to their records
- Evidence the institution has written policies on equity and diversity
- Evidence the institution is sensitive to issues of equity and diversity
- Evidence that programs and services are designed to provide for the range of personnel needs at the institution
- Evidence about how the institution tracks, analyzes, and uses its employment equity record
- Evidence about how the institution interacts with its personnel and students fairly
- Evidence about how the institution uses identified teaching and learning needs to determine professional development opportunities, including instruction via a mode of electronic delivery
- Evidence the institution evaluates professional development needs of its personnel
- Evidence the institution bases its programs on identified needs
- Evidence about how participants are involved in the programs' evaluation
- Evidence the institution assesses the use of its human resources
- Evidence the institutional plans determine human resource allocation priorities
- Evidence that human resource decisions are based on the results of program review and the evaluation of program and service needs, and are integrated with institutional planning
B. Physical Resources

- Evidence about how the institution evaluates the safety and sufficiency of its facilities
- Evidence the institution provides adequate facilities for its programs and services
- Evidence that off campus sites are adequate to support courses, programs and services provided at those sites
- Evidence that equipment supports the needs of its programs and services
- Evidence that equipment supports the needs of the distance modes of delivery the college offers
- Evidence demonstrating that the institution plans and maintains its facilities
- Evidence the institution has considered the total cost of ownership when making decisions about facilities and equipment
- Evidence the institution's bases its building plans on the needs of programs and services
- Evidence the institution has replacement and maintenance plans for equipment
- Evidence the institution uses its facilities and equipment effectively
- Evidence demonstrating that the institution constructs and maintains its facilities at all locations
- Evidence demonstrating that the institution evaluates its facilities
- Evidence demonstrating that the institution evaluates the physical resources needs of its programs and services
- Evidence demonstrating that the institution plans its facilities
- Evidence demonstrating that the institution makes decisions about equipment purchases
- Evidence that long range capital projects are based on institutional planning
- Evidence the institution assesses the use of its physical resources
- Evidence that institutional plans determine physical resource priorities
- Evidence that physical resource decisions are based on the results of program review and evaluation of program and service needs and are integrated with institutional planning
C. Technology Resources

- Evidence demonstrating that the institution evaluates how well its technology meets the needs of its programs and services
- Evidence demonstrating that the institution evaluates how well its technology meets the need for college-wide communications, research, and operational systems
- Evidence demonstrating that the institution makes decisions about technology services, facilities, hardware, and software
- Evidence about how the institution evaluates the effectiveness of its technology
- Evidence the institution assesses the need for information technology training for students and personnel
- Evidence that training is designed to meet the needs of students and personnel
- Evidence about how the institution plans and maintains its technology, infrastructure, and equipment
- Evidence the institution bases its technology plans on the needs of programs and services
- Evidence the institution has replacement and maintenance plans for its technology
- Evidence demonstrating how the institution uses and distributes its technology resources
- Evidence the institution assesses the technology needs of its programs and services
- Evidence the institution assesses the use of its technology resources
- Evidence that institutional program reviews and plans determine technology resource priorities
- Evidence that technology resource decisions are based on program review results and evaluation of program and service needs and are integrated with institutional planning
Sources of Evidence: Examples for Standard IV

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

Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes

☐ Evidence that demonstrates board and other governance policies and descriptions of the participation of constituencies in decision-making bodies

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

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

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

☐ Evidence that includes the policy manual, institutional statement of mission, vision or philosophy, and institutional planning documents

B. Board and Administrative Organization

☐ Evidence that includes published statements of institutional goals that reference the governing board’s expectations for student learning and quality of education

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

☐ Evidence of the published bylaws

☐ Evidence of board minutes or a schedule showing board evaluation of policies

☐ Evidence of the materials from board training workshops

☐ Evidence of the policy on board membership, appointment and replacement

☐ Evidence that includes the board’s policy and instruments used for self evaluation, analyses and reports on the last few self-evaluations completed
☐ Evidence of the governing board policy statement of ethics

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

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

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

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

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

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

☐ Evidence of other documented or recorded communications

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

☐ Evidence of documented information about institutional planning processes, minutes of meetings, records of participation in institutional evaluation and planning sessions

☐ Evidence that includes the district/system's evaluation instruments, the results of the evaluation, and plans for improvement increasing

☐ Evidence the multi-college district/system has developed a “functional map” or description of district and college functions that delineates and distinguishes roles and responsibilities clearly