. In order to fully meet the Standard, the team recommends that the College consistently link the institutional goals and objectives detailed in the Educational Master Plan with operational plan goals and resource allocations, including technology resources, in order to assess progress toward meeting institutional goals. In   e lendar that identifies all planning activities, committees, and the roles includes institutional effectiveness assessment and improvement cycles

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- To what extent does the institution understand and participate in ongoing and integrated planning?

- 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? How is planning integrated?

- 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?

- Evidence that data is both quantitative and qualitative

- Evidence that well

- Evidence the institution complies with the Commission's "Policy on Contractual Relationships with Non-Regionally Accredited Organizations."

- 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?

- Evidence that demonstrates board and other governance policies and descriptions of the

In order to meet the Standard the team recommends that faculty and others directly responsible for student progress toward achieving student learning outcomes, have as a component of their evaluation, effectiveness in producing those uuslw 8sT1 Canuirin

- 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 evaluation 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

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In order to meet the Standard, the team recommends the College develop a financial strategy that will result in balanced budgets that have ongoing revenues meet or exceed its ongoing expenditures without the use of reserves; maintain the minimum prudent reserve level; and address funding for its long term financial commitments and its retiree health benefits costs. (III.D.1.a, III.D.3.a, and III.D.4, IV.B.1.c, IV.B.2.d)

- Does 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 that it can predict future funding? Do institution 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 goals 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?

- Evidence the institution determines that financial needs in program and service areas are met effectively

- Evidence the institution prioritizes needs when making financial decisions

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- Is the governing board independent; are its actions final and not subject to the actions of any other entity?

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None

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- 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, board agreements with faculty bodies regarding delegation of authority

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