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: Mission, Academic Quality and Institutional Effectiveness, and Integrity

A. Mission

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

- ☐ I.A.2-17 (p. 98)
- ☐ I.A.3-3 (p. 99)
- ☐ I.A.3-4 (p.100)
- ☐ I.B.5-6 (p. 118)
- ☐ I.B.5-7 (p. 118)

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

- ☐ I.A.1-1 (p. 94)
- ☐ I.A.1-5 (p. 95)
- ☐ I.A.4-6 – I.A.4-14 (p. 103)

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

- ☐ I.A.1-8 (p. 95)
- ☐ I.A.4-10 (p. 103)
- ☐ I.A.4-12 (p. 103)
- ☐ I.A.4-13 (p. 103)

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

- ☐ I.A.3-3 (pp. 99-100)
- ☐ I.A.3-11 (p. 100)
- ☐ I.A.3-12 (p. 100)
- ☐ I.A.3-23 (p. 101)
- ☐ I.A.3-25 (p. 101)
- ☐ I.B.5-6 (p. 118)

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

- ☐ I.B.3-7 (p. 112)
- ☐ I.B.3-8 (p. 112)
- ☐ I.B.5-6 (p. 118)
- ☐ I.B.5-7 (p. 118)

Evidence specifically pertaining to the baccalaureate degree, if the institution offers one

- ☐ N/A

Evidence of analysis of how the institution's mission statement is developed, approved, and communicated to all stakeholders taking the institution's commitment to DE/CE into consideration

- ☐ I.A.2-11 (p. 97)

Evidence of the process used for identifying the students interested in enrolling in DE/CE

- ☐ I.A.2-15 (p. 98)
- ☐ I.A.2-26 (p. 98), Fact book section on DE
- ☐ I.A.2-27 (p.98), Summer school survey

Evidence of analysis of the relevance of DE/CE programs and services for the community

- ☐ I.B.1-16 (p. 106)
- ☐ I.B.1-17 (p. 106)
- ☐ II.A.7-9 ((p. 178)

B. Assuring Academic Quality and Institutional Effectiveness

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

- ☐ I.B.1-1 through 25 (pp. 105-107)
- ☐ I.B.3-1 and 3-2 (pp. 111-112)

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

- ☐ I.B.1-2 through 25 (pp. 105-107)
- ☐ I.B.3-1 through 10 (pp. 111-113)

Evidence of broad-based participation in the dialogue

- ☐ I.B.1-1 through 25 (pp. 105-107)
- ☐ I.B.8-1 through 11 (pp. 126-127)

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

- ☐ I.B.1-2 through 25 (pp. 105-107)
- ☐ I.B.2-2 through 16 (pp. 109-110)
- ☐ I.B.4-1 through 14 (pp. 114-116);

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

- ☐ I.B.1-6, 1-9 through 11, 1-21 (pp. 105-106)
- ☐ I-B.125 (pp. 105-107)
- ☐ I.B.3-1 through 10 (pp. 111-113)

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

- ☐ I.B.1-1 through 25 (pp. 105-107)
- ☐ I.B.7-1 through 15 (pp. 122-125)
- ☐ I.B.8-1 through 11 (pp. 126-127)

Evidence that goals are developed with the knowledge and understanding of the college community

- ☐ I.B.3-1 and 2 (p. 111)
- ☐ I.B.4-1 through 14 (pp. 114-116)

Evidence there exists a current cycle in which evaluation results are utilized in integrating planning, resource allocation, implementation, and re-evaluation

- ☐ I.B.5-1 through 11 (pp. 117-118)
- ☐ I.B.9-1 through 14 (pp. 128-130)
- ☐ I.B.7-3, 7-11 (pp. 123-124)

Evidence that data is both quantitative and qualitative

- ☐ I.B.3-1 through 10 (pp. 111-112)
- ☐ I.B.4-1-14 (pp. 114-116)
- ☐ I.B.5-1 through 11 (pp. 117-118)

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

- ☐ I.B.4-1 through 14 (pp. 114-116)
- ☐ I.B.7-1 through 15 (pp. 122-125)

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

- ☐ I.B.5-1 through 11 (pp.. 117-118)
- ☐ I.B.66-1-9 (pp. 119-121)
- ☐ I.B.9-1 through 14 (pp. 128-130)

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

- ☐ I.B.1-1 through 25 (pp. 105-107)
- ☐ I.B.8-1 through 11 (pp. 126-127)

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

- ☐ I.B.5-1 through 11 (pp. 117-118)
- ☐ I.B.6-2-9 (pp. 119-121)
- ☐ 1.B.9-1 through 14 (pp. 128-130)

Evidence of current, systematic program reviews and use of results

- ☐ I.B. 5-1 through 11 (pp. 117-118)
- ☐ I.B.6-4 through 9 (pp. 119-121)

Evidence that program review processes are systematically evaluated

- ☐ I.B.5-1 through 11 (pp. 117-118)
- ☐ I.B.7-1 through 15 (pp. 122-125)

Evidence specifically pertaining to the baccalaureate degree, if the institution offers one

- ☐ N/A

Evidence of institutional dialog about the continuous improvement of student learning in DE/CE mode

- ☐ I.B.1-19 and 20 (p. 106)
- ☐ I.B.4-13 (p. 116); II.A.1-4 through 6 (pp. 158-160)
- ☐ II.A.7-10 (pp. 178-179)

Evidence that clearly stated and measurable goals and objectives guide the college community in making decisions regarding its priorities related to DE/CE

- ☐ I.B.1.19 and 20 (p. 106)
- ☐ I.B.4-13 (p. 116)
- ☐ II.A.1-4 through 6 (pp. 158-160)
- ☐ II.A.7-10 (pp. 178-179)

Evidence of evaluation of progress on the achievement of goals and objectives related to DE/CE

- ☐ I.B.6-1 through 9 (pp. 119-121)
- ☐ II.A.16-20 (pp. 202-203)
- ☐ II.A.1-4 through 6 (pp. 158-160)

List of all DE/CE courses/programs

- ☐ IIA.7-1 and 7.2 (p. 177)
- ☐ II.A.7-1 and 7-2 (pp. 177-178)

Evidence of quantitative and qualitative data that support the analysis of achievement of goals and objectives for DE/CE

- ☐ I.B.6-1 through 9 (pp. 119-121)
- ☐ II.A.16-20 (pp. 202-203)
- ☐ II.A.1-4 through 6 (pp. 158-160)
- ☐ II.A.16-16 (p. 202)

Evidence of mechanisms for allocation of resources to plans for DE/CE

- ☐ II.A.16-16 (p. 202)
- ☐ II.B.1-3, 6 (pp. 205-206)
- ☐ II.B.2-5, 11 (pp. 211-212)
- ☐ II.B.3-1 through 8 (pp. 213-215)

Evidence of periodic and systematic assessment of the effectiveness of DE/CE

- ☐ II.A.16-16 (p. 202)
- ☐ II.B.1-3, 6 (pp. 205-206)
- ☐ II.B.2-5, 11 (pp. 211-212)
- ☐ II.B.3-1 through 8 (pp. 213-215)

Evidence that the assessment data is effectively communicated to the appropriate constituencies

- ☐ II.A.16-16 (pp. 202)
- ☐ II.B.1-3, 6 (pp. 205-206)
- ☐ II.B.2-5, 11 (pp. 211-212)
- ☐ II.B.3-1 through 8 (pp. 213-215)

Evidence of current reviews of programs and support services including library services related to DE/CE and examples of improvements

- ☐ II.A.16-16 (p. 202)
- ☐ II.B.1-3,6 (pp. 205-206)

- ☐ II.B.2-5, 11 (pp. 211-212)
- ☐ II.B.3-1 through 8 (pp. 213-215)

C. Institutional Integrity

Evidence that institutional policies are regularly reviewed to ensure integrity

- ☐ I.C.5-9 (p. 140)
- ☐ I.C.7-3 (p. 144)

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

- ☐ Use of Turn-it-in
- ☐ BP/AP 4105 Distance Education

Evidence the institution maintains a file of student complaints/grievances

- ☐ VPSS Office
- ☐ II.C.8-1 (p. 252)
- ☐ Policy on student complaints

Evidence specifically pertaining to the baccalaureate degree, if the institution offers one

- ☐ N/A
- ☐ Evidence of policies and practices related to identification of students enrolled in DE/CE courses
- ☐ Use of Turn-it-in
- ☐ BP/AP 4105 Distance Education

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

- ☐ II.A.1-1 (p. 158)
- ☐ II.A.1-2 (pp. 159-160) Narrative

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

- ☐ II.A.1-13 (pp. 160-162)
- ☐ II.A.1-11 and 12 (pp. 160-162)
- ☐ II.A.5 (pp.173-174)

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

- ☐ Data Sets (pp. 45-49)
- ☐ Narrative (pp. 159-160)
- ☐ Narrative (pp. 105-106)

Evidence students are achieving stated learning outcomes

- ☐ ILO Data (p. 50)
- ☐ Narrative and Graph on SLO Eval process (pp. 109-110)
- ☐ eLumen Reports (p. 111)
- ☐ Student Achievement Data (pp.45-49)
- ☐ AHC Fact Book on I.B.3-7 (p. 112)

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

- ☐ Narrative (p. 159)
- ☐ Tableau data dashboard Data sets (pp. 58-60)
- ☐ II.A.9 through 15 (p. 163)
- ☐ II.A.1-10 through 21 (pp. 160)

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

- ☐ Narrative (p. 162)
- ☐ Narrative (p. 160)
- ☐ IIA.3 (pp. 165-167)

Evidence of assessment of student learning and program outcomes

- ☐ II.A.3-5 (pp. 165-166)

Evidence of assessment of student achievement data

- ☐ NI.B.2-2 through 16 (pp. 109-110)

Evidence of institution-set standards

- ☐ Data (pp. 43-50)

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

- ☐ Narratives (pp. 41, 49, 94, 97)
- ☐ Narratives (pp. 98-99)
- ☐ II.A.3-1 through 11 (pp. 166-1167)
- ☐ II.A.4-13-17 (pp. 168-172)

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

- ☐ IV.A.4-1 through 10 (pp. 400-402)
- ☐ II.A.5-1 through 7 (pp. 173-174)

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

- ☐ II.A.2 (pp. 161-164)

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

    ☐ II.A.2 (pp. 161-164)

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

    ☐ Data (p. 56)

    ☐ Data (pp. 58-60)

    ☐ III.A.6-1 though 10 (pp. 268-270)

    ☐ II.A.3 (pp. 165-167)

    ☐ III.A.10 (pp. 282-283)

Evidence of the role played by advisory committees

    ☐ I.C.13 (p. 153)

    ☐ II.A.13 (P.194-196)

    ☐ I.B.1 and LOAC reference (pp. 104-105)

Evidence instructional offerings are in appropriate areas of academic study given the institution's mission

    ☐ I.A3 (pp. 99-101)

Evidence programs are appropriately sequenced to provide the bases for success in subsequent courses

    ☐ II.A.1 (pp. 158-160)

    ☐ II.A.6 (pp. 175-176)

    ☐ II.A.5 (pp. 173-174)

    ☐ I.C.3 (p. 136)

    ☐ II.A.2 (pp. 161-164)

Evidence courses are of sufficient content, breadth, and length to permit the student to learn and practice expected knowledge, skills, and abilities

    ☐ II.A.5 (pp. 173-174)

Evidence the institution concerns itself with pedagogy that addresses student needs and learning styles

    ☐ II.A.7 (pp. 177-178)

    ☐ Data (pp. 46-52)

    ☐ II.A.14 (pp. 293-296)

    ☐ II.A.4 (pp. 168-172)

Evidence that diverse methods of instruction are used and that students are exposed to a variety of points of view

    ☐ II.A.2 (pp. 161-164)

    ☐ II.C.4 (pp. 235-236)

    ☐ II.A.4 (pp. 168-172)

    ☐ II.A.7 (pp. 177-179)

- ☐ I.C.7 (pp. 144-145)
- ☐ III.A.13 (pp. 290-292)

Evidence of regular, systematic evaluation and review of instructional courses and programs, using consistent and valid research strategies

- ☐ Quality Focus Essay (p. 444)
- ☐ II.A.6 (pp. 267-269)
- ☐ I.A.1 (p. 93)
- ☐ I.B.2 (p. 108)
- ☐ I.B.5 (p. 117)
- ☐ I.B.1 (pp.104-107
- ☐ I.B.6 (pp. 119-121)
- ☐ I.B.7 (pp. 122-123)

Evidence evaluation results are used for improvement

- ☐ I.B.8 (pp. 126-127)
- ☐ I.B.9 (pp. 128-130)
- ☐ I.B.7 (p. 123) (reference to program review minutes/improvement),
- ☐ III.A.5 (pp. 264-266)
- ☐ III.A.6 (pp. 267-269)

Evidence that elements assessed include measures of student achievement and learning

- ☐ II.A.2 (pp. 161-164)
- ☐ II.A.16 (pp. 200-203)
- ☐ II.B.3 (pp. 213-217)
- ☐ II.A.4 (pp. 168-172)

Evidence for an assessment plan that includes systematic evaluation and integrated planning of student learning outcomes for all courses, programs, certificates and degrees

- ☐ I.B.7 (pp. 122-125)
- ☐ I.B.9 (pp. 128-130)
- ☐ II.A.2 (pp. 161-164)

Evidence that results of evaluation are communicated and disseminated

- ☐ I.C.3 (pp. 135-137)

Evidence that results of evaluation are used for improvement

- ☐ I.C.3 (pp. 135-137)

Evidence of a process for validating the effectiveness of examinations that assess student learning

- ☐ II.A.9 (pp. 180-181)

Evidence that placement tests are examined for biases

- ☐ II.C.7 (pp. 249-251)

Evidence the institution has developed a means for awarding credit based on student learning outcomes

- ☐ II.A.9 (pp. 182-183)

Evidence that credits awarded are consistent with accepted higher education practices

- ☐ II.A.9 (pp. 182-183)

Evidence the college uses student achievement of stated learning outcomes in awarding credit for degrees and certificates

- ☐ II.A.9 (pp. 182-183)
- ☐ II.A.12 (p. 190)

Evidence that a consistent process for examining student learning outcomes is used to analyze courses for inclusion as general education

- ☐ II.A.12 (pp. 190-191)

Evidence that the rationale for general education is communicated to students, employers, and other constituencies

- ☐ II.A.12 (pp. 190-191)

Evidence that content and methodology is determined by appropriate discipline faculty

- ☐ II.A.2 (pp. 161-164)

Evidence the institution has determined standards for the skills in general education

- ☐ II.A.12 (pp. 190-191)
- ☐ BP 4025

Evidence students who complete general education programs are proficient in general education skills

- ☐ II.A.12 (pp. 190-191)
- ☐ Data, Bar chart (p. 50)

Evidence the program of general education includes student learning outcomes concerning values, ethics, civic responsibility, and diverse perspectives

- ☐ II.A.12 (pp. 190-191)

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

- ☐ II.A.14 (pp. 194-196)
- ☐ Data Set on Licensure exams and pass rates (p. 44)

Evidence that clear and complete information about degrees and certificates is made available to students in publications and course syllabi

- ☐ AHC Catalogue
- ☐ AHC Web Site Programs of Study

Evidence that transfer policies are made available to students

- ☐ II.C.5 (p. 240)
- ☐ II.C.6 (pp. 246-248)
- ☐ II.A.10 (pp. 184-186)

Evidence that transferred courses accepted are comparable to the college's student learning outcomes for courses

- ☐ II.A.10 (pp. 184-186)

Evidence that articulation agreements exist and are regularly evaluated

- ☐ II.A.10 (pp. 184-186)

Evidence students are able to complete programs that substantially change or are eliminated

- ☐ II.A.15 (pp. 197–199)
- ☐ BP 21A15-1

Evidence students are advised on what they must do to complete the programs above

- ☐ II.A.15 (p. 197)
- ☐ II.C.5 (p. 240)

Evidence that publications and other representations of the college are regularly reviewed for clarity and accuracy

- ☐ I.C.1 (pp. 131-133)

Evidence the institution provides the public with information about student achievement

- ☐ I.C.3 FACT Book (pp. 135-137)
- ☐ II.A.7 (p. 177)
- ☐ II.A.14 (p. 94)
- ☐ Scorecard on AHC Website

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

- ☐ I.C.7 and I.C.8 (pp. 144-147)

Evidence that the policies above are followed

- ☐ I.C.7 and I.C.8 (pp. 144-147)

Evidence of faculty awareness and commitment to fair and objective presentation of knowledge

- ☐ I.C.9 (p. 149)

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

- ☐ I.C.10 (p. 149)

Evidence specifically pertaining to the baccalaureate degree, if the institution offers one

- ☐ Does Not Apply

Evidence that DE/CE offerings align with the institution's mission

- ☐ II.A.1 (p. 159)
- ☐ Note: Most DE is also offered ON Site

Evidence that the quality of all DE/CE programs is consistently assessed to determine that it meets a high standard

- ☐ Data Set (pp. 59-60)
- ☐ I.B.2 (p. 106), Learning Resources Program Review

Evidence of the annual growth in headcount enrollment into DE/CE programs

- ☐ FACT Book (Enrollment for DE), Tableau

Evidence of analytical reviews demonstrating that instructional programs are relevant to the interest, needs, and goals of the students served in DE/CE courses and programs offered by the institution

    ☐ Program Review (p. 375)

    ☐ I.A.2 (p. 96)

    ☐ II.A.1 (pp. 158-160)

    ☐ Policy of DE (pp. 85-86)

Evidence that students are achieving stated learning outcomes developed for the DE/CE programs

    ☐ II.A.2 (pp. 161-164)

Evidence of assessment of student achievement data for students enrolled in DE/CE programs

    ☐ II.A.2 (pp. 161-164)

    ☐ Data (pp. 59-60)

Evidence of institution-set standards for student achievement and student learning

    ☐ Data (p. 44)

    ☐ II.A.16 (pp. 200-203)

Evidence that the institution considers how instruction is delivered and how it assesses that delivery of DE/CE programs is both appropriate and current

    ☐ II.A.1 (p. 158)

    ☐ II.A.2 (pp. 161-164)

    ☐ II.A.16 (pp. 200-203)

Evidence that data has been analyzed for DE/CE and face-to-face students in order to compare student achievement and attainment of expected learning outcomes?

    ☐ Data (pp. 59-60)

    ☐ II.A.16-3 (p. 200)

Evidence of review of assessment results from DE/CE programs and utilization for improvement of student learning and student achievement

    ☐ II.A.16-3 (p. 200)

Evidence of procedures to design, identify learning outcomes for, approve, administer, deliver and evaluate DE/CE courses and programs. Evidence of the role played by advisory committees and faculty with expertise in DE/CE

    ☐ II.A.2 (p.161)

    ☐ II.B.15 (p. 215)

    ☐ III.C.4 (p. 334)

    ☐ II.B.1 (pp. 206-207)

Evidence of the role played by advisory committees and faculty with expertise in DE/CE

    ☐ II.A.2 (p. 161)

    ☐ II.B.15 (p. 215)

    ☐ III.C.4 (p. 334)

    ☐ II.B.1 (pp. 206-207)

Evidence that DE/CE programs are appropriately sequenced to provide the bases for subsequent courses

- ☐ II.A.1 (pp. 158-160)
- ☐ II.A.6 (pp. 175-176)
- ☐ II.A.5 (pp. 173-174)
- ☐ I.C.3 (pp. 136)
- ☐ II.A.2 (pp. 161-164)

Evidence that DE/CE courses are of sufficient content, breadth, and length to permit the student to learn and practice expected knowledge, skills, and abilities

- ☐ II.A.5 (pp. 173-174)

Evidence that diverse methods of instruction are used that address student needs, and learning styles are appropriate for DE/CE

- ☐ II.A.2 (pp. 161-164)
- ☐ II.C.4 (pp. 235-236)
- ☐ II.A.4 (pp. 168-172)
- ☐ II.A.7 (pp. 177-179)
- ☐ I.C.7 (pp. 144-145)
- ☐ III.A.13 (pp. 290-292)

Evidence of regular, systematic evaluation and review of DE/CE courses and programs

- ☐ Quality Focus Essay (p. 444)
- ☐ III.A.6 (pp. 267-269)
- ☐ I.A.1 (pp. 93)
- ☐ I.B.2 (pp. 108)
- ☐ I.B.5 (pp. 117
- ☐ I.B.1 (pp. 104-107)
- ☐ I.B.6 (pp. 119-121)
- ☐ I.B.6 and I.B.7 (pp. 117-118)
- ☐ Evidence that evaluation results are used for improvement
- ☐ I.B.8 (pp. 126-127)
- ☐ I.B.9 (pp. 128-130)
- ☐ I.B.7 (pp. 123), (reference to program review minutes/improvement
- ☐ III.A.5 (pp. 264-266
- ☐ III.A.6 (pp. 267-269)

Evidence that the rationale for offering general education in DE mode is communicated to students, employers, and other constituencies

- ☐ II.A.12 (pp. 190-191)

Evidence that clear and complete information about degrees and certificates offered in DE/CE mode is made available to students in publications and course syllabi

- ☐ AHC Catalogue
- ☐ AHC Web Site Programs of Study

Evidence that transfer policies are made available to students and how they apply to DE/CE

    ☐ AHC Catalogue

    ☐ AHC Web Site Programs of Study

Evidence that articulation agreements including DE/CE courses exist and are regularly evaluated

    ☐ II.A.10 (pp. 184-186)

Evidence that publications and other representations of the college that relate to its DE/CE activities are clear and accurate

    ☐ I.C.1 (pp. 131-133)

Evidence that the college has appropriate and effective mechanisms in place to verify that the students registered are the students participating in the DE/CE courses/programs and receiving the credit (student identity)

    ☐ P.4.1, P.4.2 (p. 85)

Evidence that student attendance in DE/CE courses/programs is monitored

    ☐ DE Course Syllabi

Evidence that the mechanisms for student verification appropriately protect the students' privacy

    ☐ II.C.8 (p. 252), AHC Catalogue Online Privacy Notice

Evidence of how these policies on academic honesty are disseminated to students enrolled in DE/CE programs

    ☐ I.C.7 and IC.8 (pp. 144-147)

Evidence that the college's admission policies are applied to students who do not reside in the U.S and who are not U.S. nationals

    ☐ III.C.4 (p. 331)

B. 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

    ☐ II.B.13 (p. 204)

    ☐ II.B.3 (p. 213-217)

Evidence that demonstrates quantity, quality, depth and variety:

    ☐ II.B.1 (p. 204-209)

    ☐ Narrative (p. 205)

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:

    ☐ Narrative (pp. 205-206)

    ☐ II.B.1-1 (p. 205)

- ☐ List of courses, workshops and other training held each academic year and the attendance
- ☐ (p. 206)
- ☐ Course or workshop outlines, materials used in training, including identified learning outcomes
- ☐ II.B.3 (pp. 213-217)

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

- ☐ II.B.3 (p. 213-215)

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

- ☐ II.B.2-3 (p. 210)

A description of library acquisition plans related to educational plans

- ☐ II.B.2-3 (p. 210)

Data and analyses of the institutional evaluations of library holdings by faculty (or disciplines or programs), students, and any external reviewers

- ☐ II.B.2 (p. 211)
- ☐ II.B.2-7 (p. 210)
- ☐ II.B.2-9 (p. 212)
- ☐ Other analyses showing relationship between library use and student learning
- ☐ II.B.3 (p. 214)

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

- ☐ Library Web Page

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

- ☐ II.B.2 (p. 210)

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

- ☐ Library Web Page
- ☐ II.B.1 (pp. 205-208)

Description of remote access practice that is computer based, circulation of volumes, etc., for each remote site or population

- ☐ Library Web Page
- ☐ II.B.1 (pp. 205-208)
- ☐ Description of use of library and LSS by remote users - students, faculty
- ☐ Library Web Page
- ☐ Narrative (pp. 205-206)

Evidence that includes institutional maintenance schedules, capital improvement plans, a description of security provisions for library holdings, and any institutional self-assessments of adequacy

- [ ] II.B.4 (pp. 218-221)
- [ ] Institutional plans for improvement of library and LSS
- [ ] II.B.2 (p. 212), Program Reviews

Evidence that includes the formal agreements or contracts themselves, and evidence therein of the accredited institution's expectations for services

- [ ] II.B.4 (p. 218)

Description of the contracted/collaborated services quantity, quality, depth and currency, as in a, b, c and d, above

- [ ] II.B.4 (p. 218)
- [ ] Results of evaluation of the contracted/collaborated library and LSS
- [ ] II.B.4 (p. 218)

Provisions of the contract that provide for accredited institution's control of quality or ability to influence quality of contracted/collaborated service

- [ ] II.B.4 (p. 218)

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

- [ ] Narrative (p. 91)

Evidence specifically pertaining to the baccalaureate degree, if the institution offers one

- [ ] N/A

Evidence that the library and other student learning support services (LSS) promote DE/CE courses/programs and take into the account the needs of students

- [ ] Library Web Page

Evidence that the library and LSS provide support in a timely manner

- [ ] Library Web Page

Evidence that evaluations of library resources include and address the needs of students with remote access to the library and LSS

- [ ] II.B.1 (pp. 204-209), AP&P

Evidence that the library and LSS enhance achievement for students studying in DE/CE mode

- [ ] Library Web Page
- [ ] II.B.1 (pp. 204-209)

Evidence that the college provides appropriate instructions for the use of the library and LSS to students enrolled in DE/CE courses

- [ ] Library Web Page
- [ ] II.B.1 (pp. 205-206)

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

- ☐ Library Web Page
- ☐ II.B.1 (p. 205-208)

Description of remote access practice, i.e., computer based, circulation of volumes, etc., for each remote site or population

- ☐ Library Web Page
- ☐ II.B.1 (pp. 205-208)

Evidence of the effectiveness of the remote access to LSS

- ☐ Library Web Page
- ☐ II.B.1 (pp. 205-208)
- ☐ Description of use of library and LSS by remote users – students and faculty
- ☐ Library Web Page
- ☐ II.B.1 (pp. 205-208)

B. Student Support Services

Evidence the institution systematically evaluates its student support services in light of its stated mission

- ☐ II.C.1 (pp. 222-226)

Evidence student support services support learning

- ☐ II.C.2 (pp. 227-229)
- ☐ Chart (p. 229)

Evidence that the catalog contains items specified in Standards

- ☐ AHC Catalog

Evidence the institution assesses student needs for services and provides for them

- ☐ II.C.2 (pp. 227-229)

Evidence the institution assesses student needs for services regardless of location or mode of instructional delivery and provides them

- ☐ II.C.3 (pp. 230-233)

Evidence activities encouraging personal development are made available to students

- ☐ II.C.4 and II.C.5 (pp. 234-245)

Evidence the institution develops, implements, and evaluates counseling and/or academic advising

- ☐ II.C.5 (pp. 240-245)

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

- ☐ II.C.5 (pp. 240-245)

Evidence that those responsible for counseling/advising are appropriately trained

- ☐ II.C.5 (pp. 240-245)
- ☐ AHC Counseling Web Site

Evidence the institution develops, implements, and evaluates the effectiveness of services that enhance student understanding and appreciation of diversity

- ☐ II.C.4 (pp. 234- 238)
- ☐ Data (P 49-50)

Evidence admissions practices and placement instruments are regularly evaluated

- ☐ II.C.6, II.C.6-4 (pp. 246-247)

Evidence placement instruments are valid and minimize bias

- ☐ II.C.7 (pp. 249-251)

Evidence that student records are kept confidential and secure

- ☐ II.C.8 (pp. 252)

Evidence for how student records are released

- ☐ II.C.2 (p. 252)

Evidence that review of student service programs is regularly conducted and results are used for improvement

- ☐ II.C.1 (pp. 222-226)

Evidence that analysis of review of student service programs includes verification that services contribute to student learning outcomes

- ☐ II.C.2 (pp. 227-229)

Evidence specifically pertaining to the baccalaureate degree, if the institution offers one

- ☐ N/A

Evidence that student support services promote successful learning in DE/CE courses/programs

- ☐ II.C.2 (pp. 227-229) Chart on (p. 229)

Evidence that the catalog containing the specified items and other policies are made available to DE/CE students in an appropriate format

- ☐ AHC Catalog

Description of the services provided that are developed to address the needs of students with remote access to the institution

- ☐ II.C.3 (pp. 230-233)

Evidence that the institution assesses DE/CE student needs for services and effectively provides them

- ☐ II.C.1 (p.p. 222-226)

Evidence of how the college considers and ensures that equitable access includes it students enrolled in DE/CE courses/programs

- ☐ II.C.1 (p. 222)

Evidence that the means used to ensure equitable access are regularly evaluated and that they are effective

- ☐ II.C.1 (p. 222)

Evidence that activities encouraging personal development are appropriately made available to students with remote access to the institution

- ☐ II.C.4 and II.C.5 (pp. 234-245)

Evidence that the institution develops, implements, and evaluates counseling and/or academic advising that takes into account the needs of students enrolled in DE/CE programs

☐ II.C.5 (pp. 240-245)

Evidence that those responsible for counseling/ advising are trained to address the needs of students enrolled in DE/CE programs and address these needs in a timely manner

☐ II.C.5, pp. 240-245)
☐ AHC Counseling Web Site

Evidence that the institution develops, implements, and evaluates the effectiveness of services in enhancing student understanding and appreciation of diversity that are adapted to the online teaching and learning environment

☐ II.A.2 (pp. 190-191)

Evidence that admissions practices and placement instruments are regularly evaluated and that they are effective for DE/CE students

☐ II.C.6, IIC.6-4 (pp. 246-247)

Evidence that analysis of review of student service programs includes verification that services contribute to student learning outcomes achieved through DE/CE programs

☐ II.C.2 (pp. 227-229)

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

☐ III.A.7-6,7-7 (p. 270)
☐ III.A.9-16, 9-17 (p. 277)
☐ III.A.10-20 (p. 282)

Evidence the institution uses analyses in determining hiring priorities

☐ I.B.1 (p. 104)
☐ I.B.1-14 (p. 106)
☐ III.A.7-6,7-7 (p. 270)
☐ III.A.9-16, 9-17 (p. 277)
☐ III.A.10-20 (p. 282)

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

☐ III.A.3 (p. 261)
☐ III.A.3-8 through 3-10 (pp. 261-262)

Evidence the institution has a reasonable means for deciding what employee qualifications are needed for each position
- ☐ III.A.1 (p. 254)
- ☐ III.A.2 (p. 258)
- ☐ III.A.3 (p. 261)
- ☐ IIII.A.4 (p. 277)

Evidence the institution uses a clear and reasonable process for determining personnel selection criteria
- ☐ III.A.1 (p. 254)

Evidence that hiring procedures are written and consistently applied
- ☐ III.A.1 (p. 254)
- ☐ III.A.11 (p. 283)

Evidence the institution verifies employee degrees, experience, and references of newly hired personnel
- ☐ III.A.1 (p. 254)
- ☐ III.A.4 (p. 263)

Evidence of a systematic process for determining personnel evaluation criteria
- ☐ Attach notes from negotiations
- ☐ III.A.6-5 (p. 267)

Evidence evaluation criteria are based on job responsibilities
- ☐ III.A.5 (p. 264)

Evidence evaluation processes are written and followed
- ☐ III.A.5 (p. 264)

Evidence evaluations are conducted regularly
- ☐ III.A.5 (p. 264)
- ☐ III.A.5-13, III.A.5-16 (pp. 265 & 266)

Evidence the institution uses the results of personnel evaluations for improvement
- ☐ III.A.5-5 & III.A.6-2 (full-time faculty) (pp. 265 & 268)
- ☐ III.A.5-6, III.A.5-7, III.A.8-7 (part-time faculty) (pp. 265 & 275)
- ☐ III.A.5-4 & IIII.A.5-11 (classified staff) (p. 265)
- ☐ III.A.5-4, III.A.5-12, III.A.5-13 (administrators) (p. 265)

Evidence the institution evaluates the effectiveness in producing student learning outcomes of faculty, tutors, and others involved in the teaching-learning process
- ☐ III.A.6 (p. 267)

Evidence the institution applies an ethics document or documents for all personnel
- ☐ III.A.13 (p. 290)

Evidence the institution employs a core of full-time faculty
- ☐ III.A.7 (p. 270)

Evidence the institution employs qualified administrators and support staff in sufficient numbers
- ☐ III.A.9 (p. 277)
- ☐ III.A.10 (p. 280)

Evidence the institution administers its personnel policies consistently and fairly
- ☐ III.A.11 (p. 283)

Evidence the institution maintains personnel records appropriately
- ☐ III.A.15 (p. 297)

Evidence about how the institution provides employees access to their records
- ☐ III.A.15 (p. 297)

Evidence the institution has written policies on equity and diversity
- ☐ III.A.12 (p. 285)
- ☐ III.A.12-1 (p. 285)
- ☐ III.A.12-7, III.A.12-8, III.A.12-11

Evidence the institution is sensitive to issues of equity and diversity
- ☐ Standard III.A.12 (p. 285)

Evidence that programs and services are designed to provide for the range of personnel needs at the institution
- ☐ Strategic Plan
  http://www.hancockcollege.edu/planning/docs/Strategic%20Plan%202014-2020.pdf
- ☐ Educational Master Plan
  http://www.hancockcollege.edu/planning/docs/Educational%20Master%20Plan%20-%202014-2020.pdf
- ☐ Technology Master Plan
  http://www.hancockcollege.edu/planning/docs/Technology%20Master%20Plan%202014-2020.pdf
- ☐ Facilities Master Plan
  http://www.hancockcollege.edu/planning/docs/Technology%20Master%20Plan%202014-2020.pdf
- ☐ Noncredit Student Success & Support Plan
  http://www.hancockcollege.edu/planning/docs/Noncredit-3SP-plan.pdf
- ☐ Credit Student Success & Support Plan
  http://www.hancockcollege.edu/planning/docs/Credit-3SP-plan.pdf
- ☐ Student Equity Plan
  http://www.hancockcollege.edu/planning/docs/Student%20Equity%20Plan.pdf
- ☐ Public Safety Training Center Strategic Operating Plan
  http://www.hancockcollege.edu/planning/docs/2016%20Public%20Safety%20Training%20Complex%20Strategic%20Operating%20Plan.pdf

Evidence about how the institution tracks, analyzes, and uses its employment equity record
- ☐ III.A.12 (p. 285)

Evidence about how the institution interacts with its personnel and students fairly
- ☐ III.A.13 (p. 290)
- ☐ IV.A.1 (p. 390)
- ☐ IV.A.2 (p. 394)
- ☐ IV.A.3 (p. 397)
- ☐ IV.A.5 (p. 403)

Evidence about how the institution uses identified teaching and learning needs to determine professional development opportunities, including instruction via a mode of electronic delivery
- ☐ Standard III.A.14 (p. 293)
- ☐ Evidence III.A.14-13 (p. 293)

Evidence the institution evaluates professional development needs of its personnel
- ☐ Standard III.A.14 (p. 293)
- ☐ Evidence III.A.14-13 (p. 293)

Evidence the institution bases its programs on identified needs
- ☐ QFE (P 441-453)
- ☐ Strategic Plan
  http://www.hancockcollege.edu/planning/docs/Strategic%20Plan%202014-2020.pdf
- ☐ Educational Master Plan
  http://www.hancockcollege.edu/planning/docs/Educational%20Master%20Plan%20-%202014-2020.pdf
- ☐ Technology Master Plan
  http://www.hancockcollege.edu/planning/docs/Technology%20Master%20Plan%202014-2020.pdf
- ☐ Facilities Master Plan
  http://www.hancockcollege.edu/planning/docs/Technology%20Master%20Plan%202014-2020.pdf
- ☐ Noncredit Student Success & Support Plan
  http://www.hancockcollege.edu/planning/docs/Noncredit-3SP-plan.pdf
- ☐ Credit Student Success & Support Plan
  http://www.hancockcollege.edu/planning/docs/Credit-3SP-plan.pdf
- ☐ Student Equity Plan
  http://www.hancockcollege.edu/planning/docs/Student%20Equity%20Plan.pdf
- ☐ Public Safety Training Center Strategic Operating Plan
  http://www.hancockcollege.edu/planning/docs/2016%20Public%20Safety%20Training%20Complex%20Strategic%20Operating%20Plan.pdf

Evidence about how participants are involved in the programs' evaluation
- ☐ CCPD
  http://dfl.hancockcollege.edu/Presidents_Office/docs/CCPD%20Councils%20and%20Committees%20Manual.pdf
- ☐ Strategic Plan
  http://www.hancockcollege.edu/planning/docs/Strategic%20Plan%202014-2020.pdf
- ☐ Educational Master Plan
  http://www.hancockcollege.edu/planning/docs/Educational%20Master%20Plan%20-%202014-2020.pdf
- ☐ Technology Master Plan
  http://www.hancockcollege.edu/planning/docs/Technology%20Master%20Plan%202014-2020.pdf
- ☐ Facilities Master Plan
  http://www.hancockcollege.edu/planning/docs/Technology%20Master%20Plan%202014-2020.pdf
- ☐ Noncredit Student Success & Support Plan
  http://www.hancockcollege.edu/planning/docs/Noncredit-3SP-plan.pdf
- ☐ Credit Student Success & Support Plan
  http://www.hancockcollege.edu/planning/docs/Credit-3SP-plan.pdf
- ☐ Student Equity Plan
  http://www.hancockcollege.edu/planning/docs/Student%20Equity%20Plan.pdf
- ☐ Public Safety Training Center Strategic Operating Plan
  http://www.hancockcollege.edu/planning/docs/2016%20Public%20Safety%20Training%20Complex%20Strategic%20Operating%20Plan.pdf

Evidence the institution assesses the use of its human resources
- ☐ Public Safety Training Center Strategic Operating Plan
  http://www.hancockcollege.edu/planning/docs/2016%20Public%20Safety%20Training%20Complex%20Strategic%20Operating%20Plan.pdf
- ☐ Evidence III.A.9-14 (p. 277)

Evidence the institutional plans determine human resource allocation priorities
- ☐ Strategic Plan
  http://www.hancockcollege.edu/planning/docs/Strategic%20Plan%202014-2020.pdf
- ☐ Educational Master Plan
  http://www.hancockcollege.edu/planning/docs/Educational%20Master%20Plan%20-%202014-2020.pdf
- ☐ Student Equity Plan
  http://www.hancockcollege.edu/planning/docs/Student%20Equity%20Plan.pdf
- ☐ Public Safety Training Center Strategic Operating Plan
  http://www.hancockcollege.edu/planning/docs/2016%20Public%20Safety%20Training%20Complex%20Strategic%20Operating%20Plan.pdf

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
- ☐ Evidence III.A.7-7 & III.A.7-8 (p. 272)
- ☐ Evidence III.A.10-19 & III.A.10-20 (pp. 281-282)
- ☐ QFE (pp. 441-453)

Evidence specifically pertaining to the baccalaureate degree, if the institution offers one
- ☐ Not Applicable

Evidence about how the institution determines human resource needs of DE/CE programs and services
- ☐ Evidence III.A.7-6,7-7 (p. 270)
- ☐ Evidence III.A.9-16, 9-17 (p. 277)
- ☐ Evidence III.A.10-20 (p. 282)

Evidence the institution has a reasonable means for deciding what employee qualifications are needed for positions with teaching responsibility for DE/CE courses
- ☐ Distance Education Board Policy
  http://dfl.hancockcollege.edu/Board_Policies/docs/Distance%20Education%20[4105].pdf
- ☐ Standard III.A.3 (p. 261)

Evidence there are practices in place to determine that an applicant is well qualified to teach DE/CE courses
- ☐ Distance Education Board Policy
  http://dfl.hancockcollege.edu/Board_Policies/docs/Distance%20Education%20[4105].pdf
- ☐ Standard III.A.1 (p. 254)
- ☐ Standard III.A.3 (p. 261)
- ☐ Standard III.A.4 (p. 263)

Evidence that personnel evaluation includes issues related to online teaching and that the institution uses the results of personnel evaluation for improvement
- ☐ Standard III.A.5 (p. 264)

Evidence the institution evaluates the effectiveness developing student learning outcomes and assessment of teachers, tutors, and others involved in DE/CE teaching-learning process
- ☐ Standard III.A.6 (p. 267)

Evidence that professional development supports faculty performance in developing and assessing student learning outcomes in DE/CE mode
- ☐ Standard III.A.14 (p. 293)
- ☐ Distance Learning Faculty Resources
  http://www.hancockcollege.edu/distance_learning/faculty/index.php

☐ Distance Learning Committee http://www.hancockcollege.edu/planning/index.php

Evidence the institution applies an ethics document or documents for all personnel that appropriately addresses aspects of teaching in DE/CE mode into consideration
  ☐ Standard III.A.13 (p. 290)
  ☐ Evidence III.A.13-15 (p. 291)
  ☐ Distance Education Board Policy
     http://dfl.hancockcollege.edu/Board_Policies/docs/Distance%20Education%20[4105]
     .pdf

Evidence about how the institution uses identified teaching and learning needs to determine professional development opportunities for faculty involved in online DE/CE
  ☐ Standard III.A.14 (p. 293)
  ☐ Distance Learning Faculty Resources
     http://www.hancockcollege.edu/distance_learning/faculty/index.php
  ☐ Distance Learning Committee http://www.hancockcollege.edu/planning/index.php

B. Physical Resources

Evidence about how the institution evaluates the safety and sufficiency of its facilities
  ☐ III.B.1-20 (p. 302)
  ☐ III.B.1-4 (p. 300)

Evidence the institution provides adequate facilities for its programs and services
  ☐ III.B.1-5 (p. 300)

Evidence that off campus sites are adequate to support courses, programs and services provided at those sites
  ☐ III.B.1-5 (p. 300)

 Evidence that equipment supports the needs of its programs and services
  ☐ III.B.3-5 (p. 309)

Evidence that equipment supports the needs of the distance modes of delivery the college offers
  ☐ III.B.3-5 (p. 309)

Evidence demonstrating that the institution plans and maintains its facilities
  ☐ III.B.4-8 (p. 310)
  ☐ III.B.2-8 (p. 305)

Evidence the institution has considered the total cost of ownership when making decisions about facilities and equipment
  ☐ III.B.4-11 and III.B.4-12 (p.P 311)

Evidence the institution bases its building plans on the needs of programs and services
  ☐ III.B.2-3 and III.B.2-4 (p. 305)

Evidence the institution has replacement and maintenance plans for equipment
  ☐ III.B.2-13 (p. 306)

Evidence the institution uses its facilities and equipment effectively
  ☐ III.B.1-3 (p. 300)
  ☐ III.B.3-5 (p. 309)

Evidence demonstrating that the institution constructs and maintains its facilities at all locations
  ☐ III.B.2-4 (p. 305)

Evidence demonstrating that the institution evaluates its facilities
- ☐ III.B.1-1 (p. 300)

Evidence demonstrating that the institution evaluates the physical resources needs of its programs and services
- ☐ III.B.1-1 and III.B.1-5 (p. 300)

Evidence demonstrating that the institution plans its facilities
- ☐ III.B.2-1 and III.B.2-2 (p. 305)

Evidence demonstrating that the institution makes decisions about equipment purchases
- ☐ III.B.2-13 (p. 306)
- ☐ III.B.3-5 (p. 309)

Evidence that long range capital projects are based on institutional planning
- ☐ III.B.4-6 (p. 310)

Evidence the institution assesses the use of its physical resources
- ☐ III.B.3-6,III.B.3-7, and III.B.3-8 (p. 309)

Evidence that institutional plans determine physical resource priorities
- ☐ III.B.4-6 (p. 310)

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
- ☐ III.B.4-6 (p. 310)

Evidence specifically pertaining to the baccalaureate degree, if the institution offers one
- ☐ NA

List of sites where the institution offers 50% or more of a program degree or certificate by DE/CE
- ☐ II.A.7-2 (p. 177)

Evidence a substantive change review request was submitted to ACCJC
- ☐ See AHC Web Site: http://www.hancockcollege.edu/accreditation/index.php

Evidence that the institution provides adequate facilities and equipment for its DE programs and services
- ☐ See: Learning Resources Program Review

Evidence that equipment supports the needs of the DE/CE modes of delivery the college offers
- ☐ See: Learning Resources Program Review

Evidence the institution has considered the cost related to the maintenance and sustainability of its DE/CE offerings when making decisions about facilities and equipment
- ☐ II.B.4-6 &8 (p. 219)

Evidence the institution has replacement and maintenance plans for online equipment, teaching and services.
- ☐ II.B.4-6 &8 (p. 219)

Evidence the institution uses its facilities and equipment, including those related to DE/CE, effectively
- ☐ II.B.4-6 &8 (p. 219)
- ☐ Learning Resources Program Review

Evidence of procedures for approving proctored sites
- ☐ N/A

C. Technology Resources

Evidence demonstrating that the institution evaluates how well its technology meets the needs of its programs and services

- ☐ Narrative (pp. 312-313
- ☐ III.C.1-3 and III.C.1-7 (p. 314)

Evidence demonstrating that the institution evaluates how well its technology meets the need for college-wide communications, research, and operational systems

- ☐ III.C.2-14 (p. 321)
- ☐ III.C.2-17 (p. 322)
- ☐ III.C.1-3 (p. 314
- ☐ III.C.1-43 (p. 317)

Evidence demonstrating that the institution makes decisions about technology services, facilities, hardware, and software

- ☐ III.C.2-15 (p. 321), IIIC.2-7 (p. 321)
- ☐ III.C.1-8 (p. 315)
- ☐ III.C.3-10 (p. 327)

Evidence about how the institution evaluates the effectiveness of its technology

- ☐ III.C.1-7 (p. 314)
- ☐ III.C.1-34,37-45 (p. 320)

Evidence the institution assesses the need for information technology training for students and personnel

- ☐ II.C.4-27 (p. 332)

Evidence that training is designed to meet the needs of students and personnel

- ☐ III.C.4-32 (p. 335)
- ☐ III.C.2-26 (p. 320)

Evidence about how the institution plans and maintains its technology, infrastructure, and equipment

- ☐ III.C.2-27 (p. 323)
- ☐ III.C. 27-32 (p. 324)
- ☐ III.C.3 (p. 325)
- ☐ III.C.4-18 (p. 333)

Evidence the institution bases its technology plans on the needs of programs and services

- ☐ Narrative, (pp. 312-313
- ☐ III.C.1-3 and III.C.1-7 (p. 314)

Evidence the institution has replacement and maintenance plans for its technology

- ☐ III.C.1-17, (p. 315)
- ☐ III.C.18-28 (p. 316)

Evidence demonstrating how the institution uses and distributes its technology resources

- ☐ III.C.2-22 (p. 322)
- ☐ III.C. 2-17 (p. 323

☐ III.C.3-10 (p. 327)
☐ III.C.3-17 (p. 329)

Evidence the institution assesses the technology needs of its programs and services

☐ Narrative, (PP 312-313)
☐ III.C.1-3 and III.C.1-7 (p. 314)

Evidence the institution assesses the use of its technology resources

☐ III.C.4-6 (p. 332), III.C.4.6-16
☐ III.C.4-24 (p. 334)
☐ III.C.4-32 (p.335)

Evidence that institutional program reviews and plans determine technology resource priorities

☐ I.B.9-13 (p. 130)
☐ III.C.1-7 (p. 314)

Evidence that technology resource decisions are based on program review results and evaluation of program and service needs and are integrated with institutional planning

☐ I.B.9-13 (p. 130)
☐ III.C.1-7 (p. 314)

Evidence specifically pertaining to the baccalaureate degree, if the institution offers one

☐ NA

Evidence about how the institution evaluates how well its technology meeting the needs of its DE/CE programs and services

☐ II.B.2-11 (p. 212)
☐ II.B.4 (p. 219)
☐ III.C.2 (pp. 319-324)

Evidence about how the institution makes decisions for the needs of technology services, facilities, hardware, and software related to DE/CE programs

☐ II.B.2 (pp. 210-212)
☐ III.C.1-1 (p. 313)

Evidence about how the institution evaluates the effectiveness of its technology and ensures that the technology used for its DE/CE offerings is current

☐ II.B.2-11 (p. 212)
☐ II.B.4 (p. 219)
☐ III.C.2 (pp. 319-324)
☐ III.C.1-1 (p. 313)

Evidence the institution assesses the need for information technology training for students and personnel involved in distance education

☐ II.B.3 (pp. 215) Distance Learning Narrative
☐ III.C.4 (pp. 331-336)

Evidence that training is designed to meet the needs of students and personnel involved in DE/CE

☐ III.C.4 (pp. 332-333)

Evidence that the training is provided in a format that best suits the needs of students and personnel involved in DE/CE

☐ III.C.4 (pp. 332-333)

Evidence that sufficient and timely support is provided to personnel and students

☐ III.C.4 (pp. 333-336)

Data on the use of the technology support provided by the institution

☐ III.C4 (pp. 333-336)

Evidence the institution bases its technology plans on the needs of DE/CE programs and services

☐ III.C.1-1 (p. 312)
☐ III.D.4-1 (p. 352)
☐ III.D.4-2 (p. 352)

Evidence about how the institution includes the needs related to online teaching and learning in the assessment of the technology needs of its programs and services

☐ I.B.9 (pp. 128-130)
☐ I.B.9-2 (p. 128)

Evidence that technology resource decisions related to online teaching are based on the results of evaluation of program and service needs

☐ I.B.9 (pp. 128-130)
☐ I.B.9-2 (p. 128)

D. Financial Resources

Evidence that includes copies of the annual budget, audits for past three years, financial plans associated with institutional plans, budget documents prepared for grant and other external funding, data showing financial planning is regularly evaluated and the results of that evaluation, documents showing institutional fiscal commitments for foreseeable future, including contracts for services, employee agreements, loans and other debt

☐ III.D.4-5 (p. 352)
☐ III.D.1 (p. 342)
☐ III.D.1-34 (pp. 341-346)
☐ Board Item 14.B., Adoption of 2016-2016 budget
☐ III.D.1 – 35 through 39 (P 342)
☐ III.D.1-4 through 6 (p. 344)
☐ III.D.4-5 (p. 352), Student Equity and Student Success reporting
☐ III.D.1-34 (p. 342), Board Item 14.B., Annual Budget Book 2015-2016
☐ III.D.10-4 through 7 Adoption of 2016-2016 budget (pp. 371–372)
☐ III.D.1-3 (p. 343), Funding stability, Budget overview presentation
☐ III.D.12-1 through 12 (pp. 378-380, p. 380),CalSTRS/CalPERS funding
☐ III.D.11-2 (pp. 375-376) Budget Development Guiding Principles

Other debt evidence includes actuarial plans for the repayment of Other Post Employment Benefits (OPEB) and funding plans to address the obligation

☐ III.D.12-1 through 12 (pp. 378 – 380)

Evidence that the mission and goals are used in short and long-range financial planning, such as a list of financial goals, a grid showing financial contributions to meeting goals, or an introductory text to fiscal documents such as annual budgets, long-range capital plans, long-range financial plans, etc., that show the relationship to educational goals as identified through institutional assessment and planning

- ☐ III.B.4-3 (p. 310)
- ☐ III.B.4-9 (p. 311)
- ☐ III.D.1-23 (p. 345)
- ☐ III.B.4-11 (p. 311)
- ☐ III.D.2-1 through 16 (p. 348)

Evidence showing that fiscal planning follows institutional planning (in time sequence), and funds are used to achieve institutional plans and goals

- ☐ III.D.2-1 through III.D.2-10 (p. 348)
- ☐ III.D.3-1 through III.D.3-15 (pp. 350 – 351)

Evidence that fiscal planning is evaluated on the basis of its contribution to achievement of institutional goals, not solely on the basis of accounting principles of good practice. Evidence that the financial plans, including annual budgets, capital plans, and long-term fiscal plans undergo periodic review and evaluation

- ☐ III.D.2-1 (p. 344)
- ☐ III.D.2-10 (p. 348)
- ☐ III.D,2-21 through 22 (p. 349)
- ☐ III.D.14-1 through 15 (p. 382)
- ☐ III.2-22 (p. 349), Evidence
- ☐ III.D.3-1 through 15 (pp. 350-351)
- ☐ III.D.5-12 through 17 (p. 358)
- ☐ III.D.6-1 through 3 (p. 360)
- ☐ III.D.14-1 through 4 (p. 382)

Evidence of a fiscal planning process, documents describing the financial planning, and budgeting processes, and minutes or other records showing the institution has followed those processes

- ☐ III.D.2-1 through 20 (p. 348)
- ☐ III.D.3-1 through 15 (pp. 350 – 351)

Evidence the institution monitors student financial aid obligations such as student loan default rates and compliance with all Federal Regulation that impact the institution

- ☐ III.D.15-1 through 8 (pp. 358-386)

Evidence the institution ensures that financial decisions are developed from program review results, institutional needs, and plans for improvement

- ☐ III.D.1-7 through 24 (pp. 344-345)
- ☐ III.D.10.14 through 19 (pp. 372-373)
- ☐ III.D.1-1 through 3 (pp. 342-343)
- ☐ III.D.11-5 through 8 (pp. 376– 377)
- ☐ III.D.2-11 through 2-13 (p. 348)

Evidence the institution bases its financial decisions on the results of evaluation of program and service needs

- ☐ III.D.1-7 through 24 (pp. 344-345)
- ☐ (P 372-373)

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

- ☐ III.D.1-1 through 39 (pp. 341 – 346)
- ☐ III.D.2-2 through 10 (p. 348)

Evidence the institution prioritizes needs when making financial decisions

- ☐ III.D.1-7 through 24 (pp. 344-345)
- ☐ (P 372-373)

Evidence specifically pertaining to the baccalaureate degree, if the institution offers one, Copies of the institution's costs or a separate budget for DE/CE

- ☐ N/A

Evidence that fiscal planning takes into consideration the short-term as well as long-term investment needs related to the teaching through electronic means

- ☐ III.D.4-1 and III.D.4-2 (p. 352)

Evidence of appropriate control and quality mechanisms for external contracts for the provision of technology and/or support needed for DE/CE

- ☐ Table 3 (p. 344)

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

- ☐ IV.A.1-4 (p. 392)
- ☐ IV.A.3-1 (p. 397)
- ☐ IV.A.5-1 (p. 403)

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

- ☐ IV.A.1-4 (p. 392)
- ☐ IV.A.1-5 (p. 392)
- ☐ IV.A.1-6 (p. 392)
- ☐ IV.A.1-7 (p. 392)

□ IV.A.1-8 (p. 392)
□ IV.A.1-9 (p. 392)
□ IV.A.1-10 (p. 392)
□ IV.A.1-11 (p. 392)

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

□ IV.A.1-4 (p. 392)
□ Policy and Procedure Review and Update Process (pg. 399)
□ IV.A.4-1 (p. 400)
□ IV.A.4-5 (p. 400)
□ IV.A.4-6 (p. 400)
□ IV.A.4-7 (p. 400)
□ IV.A.5-10 (p. 403)
□ IV.A.7-1 (p. 409)

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

□ IV.A.7-3 (p. 410)
□ IV.A.7-4 (p. 410)
□ IV.A.7-7 (p. 410)
□ IV.A.7-8 (p. 410)
□ IV.A.7-10 (p. 410)
□ IV.A.7-11 (p. 410)

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

□ I.A.1-1 (p. 94)
□ IV.A.3-4 (p. 398)
□ IV.A.3-5 (p. 398)
□ Policy and Procedure Review and Update Process (p. 399)
□ IV.A.5-1 (p. 403)
□ IV.A.7-1 (p. 409)
□ Institutional Planning Website
     http://www.hancockcollege.edu/planning/index.php

Evidence specifically pertaining to the baccalaureate degree, if the institution offers one

□ N/A

Evidence that includes copies of governance policies and procedures, the composition of governance bodies, minutes of meetings, and documents showing the roles relevant faculty play in reviewing and planning student learning including in DE/CE programs and services

□ II.A.1-4 (p. 159)
□ II.A.2-10 (p. 163)
□ IV.A.5-5 (p. 403)

Evidence that the governance structures, processes and practices include opportunities for staff, faculty and students involved in DE/CE to provide input to the development of the institution

- ☐ IV.B.3-1 (p. 415)
- ☐ IV.B.3-2 (p. 415)
- ☐ IV.B.3-4 (p. 416)

Evidence that a Substantive Change Proposal was submitted to the Commission when 50% or more of a program, degree, or certificate is offered through DE/CE

- ☐ P.1-10 (p. 81)
- ☐ P.1-11 (p. 81)

B. Chief Executive Officer

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

- ☐ IV.B.3 and 4 (p. 419)
- ☐ III.D.6 (p. 360)
- ☐ III.D.7 (p. 361)

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

- ☐ IV.B.6 (p. 420)

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

- ☐ Not Applicable

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

- ☐ III.D.5 (p. 356)
- ☐ III.D.6 (p. 360)
- ☐ III.D.7 (p. 361)
- ☐ III.D.8 (p. 363)

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

- ☐ III.D.5-1 (p. 357)
- ☐ III.D.5-5 and 6 (p. 357)
- ☐ District Org Charts (p. 66-76)
- ☐ Executive Management Job Descriptions:
  http://www.hancockcollege.edu/human_resources/descriptions-executive.php

- ☐ Educational Administrator Job Descriptions: http://www.hancockcollege.edu/human_resources/descriptions-educational-admin.php
- ☐ Classified Management Job Descriptions: http://www.hancockcollege.edu/human_resources/descriptions-classified-mgmt.php
- ☐ Evidence of other documented or recorded communications
- ☐ Thinking Out Loud, available at http://www.hancockcollege.edu/public_affairs/president.php
- ☐ IV.B.1-2 (p. 411)
- ☐ Evidence that would include institutional analyses of performance, including fact books, reports, website data, portfolios, and publications that describe research on institutional performance
- ☐ Statistical Picture, 2015-16: http://www.hancockcollege.edu/public_affairs/StatBrochure%2015-16.pdf
- ☐ Institutional Research and Planning Page, http://www.hancockcollege.edu/institutional_research_planning/index.php
- ☐ IV.B.3-7 (p. 416)

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

- ☐ IV.B.3-3 (p. 415)
- ☐ IV.B.1-2 (p. 411)
- ☐ IV.C.8-3 (p. 431)
- ☐ IV.C.8-6 (p. 432)
- ☐ IV.A.5-8 (p. 404)
- ☐ I.A.2-10 & 11 (p. 97). Attendance records available from the Office of Institutional Effectiveness.

C. Governing Board

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

- ☐ IV.C.1-1 (p. 421)
- ☐ IV.C.1-5 (p. 422)
- ☐ IV.C.1-6 (p. 422)
- ☐ IV.C.1-8 (p. 422)

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

- ☐ IV.C.6-2 (p. 429)
- ☐ IV.C.6-3 (p. 429)
- ☐ IV.C.6-4 (p. 429)
- ☐ IV.C.6-5 (p. 429)

Evidence of the published bylaws

- ☐ IV.C.6-1 (p. 429)
- ☐ IV.C.6-2 (p. 429)

☐ IV.C.6-3 (p. 429)
☐ IV.C.6-4 (p. 429)
☐ IV.C.6-5 (p. 429)
☐ IV.C.6-6 (p. 429)
☐ IV.C.6-7 (p. 429)
☐ IV.C.6-8 (p. 429)

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

☐ Board Policy and Administrative Procedure 2410
http://dfl.hancockcollege.edu/Board_Policies/docs/Board%20Policies%20and%20A
dministrative%20Procedures%20[2410].pdf
☐ IV.C.7-4 (p. 430)
☐ IV.C.7-5 (p. 430)

Evidence of the materials from board training workshops

☐ IV.C.9-1 (p. 433)
☐ IV.C.9-3 (p. 433)
☐ IV.C.9-4 (p. 433)
☐ IV.C.9-5 (p. 433)
☐ IV.C.11-2 (p. 436)

Evidence of the policy on board membership, appointment and replacement

☐ IV.C.2-1 (p. 423)
☐ IV.C.6-4 (p. 429)
☐ IV.C.6-8 (p. 429)

Evidence that includes the board's policy and instruments used for self-evaluation, analyses and reports on the last few self-evaluations completed

☐ IV.C.10-1 (p. 434)
☐ IV.C.10-2 (p. 434)
☐ IV.C.10-3 (p. 434)
☐ IV.C.10-4 (p. 434)
☐ IV.C.10-5 (p. 434)

Evidence of the governing board policy statement of ethics

☐ IV.C.11-1 (p. 435)
☐ IV.C.11-2 (p. 436)
☐ IV.C.11-3 (p. 436)
☐ IV.C.11-4 (p. 436)

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

☐ IV.B.1-1 (p. 411)
☐ IV.C.12-1 (p. 437)

Evidence the governing board has taken the quality of the institution's DE/CE into consideration in the development of the relevant policies.

☐ P.4.2 (p. 85)

- ☐ Board Meeting Minutes, Item 12C-5
  file:///C:/Users/nohemy.ornelas/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/U9SWJLP0/2015-12-08%20Board%20Book%20Evidenace%20for%20statements%20to%20college%20constituents%20regardeing%20Distance%20Ed.pdf

Examples of governing board statements on DE/CE program quality and integrity.

- ☐ P.4.2 (p. 85)