

SCC Accreditation Self-Study Guide: Standard I — Institutional Mission & Effectiveness

Standard	Subsections	Themes	Questions	Evidence	Notes
I. The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.	A. Mission <i>The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.</i>	(T6) Institutional Integrity, (T2) Evaluation, Planning and Improvement, (T5) Dialogue, (T6) Institutional Integrity.	<p>What does the institution's mission statement say about its educational purposes? Are these purposes appropriate to an institution of higher learning?</p> <p>Who are the college's intended students? How does the institution determine its intended population? Is the identified population a reasonable match for the institution's location, resources, and role in higher education?</p> <p>What processes does the institution use to foster college-wide commitment to student learning? Does the mission statement express this commitment?</p>		
	1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	(T5) Dialogue, (T1) Institutional Commitments, (T2) Evaluation, Planning and Improvement.	<p>Have discussions been held among key constituents regarding the relevance of the mission statement to student learning?</p> <p>What statements about student learning are included in the mission statement? How do these statements make explicit the purposes of the institution?</p> <p>How does the institution know that it is addressing the needs of its student population?</p>	Evidence that analysis of how institutional goals and objectives are linked to the needs of the student population has taken place.	
	2. The mission statement is approved by the governing board and published.	(T5) Dialogue, (T6) Institutional Integrity.		Evidence of analysis of how the mission statement is developed, approved, and communicated to all stakeholders.	
	3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	(T5) Dialogue, (T2) Evaluation, Planning and Improvement.	<p>How effective is the institution's process for periodic review of the mission statement? Does the process allow for incorporating the interest of the institutions stakeholders?</p> <p>How does the institution know that the way the mission statement is developed, approved, and communicated to all stakeholders is effective? What circumstances prompt changes to the statement?</p>	Evidence of analysis of the process used for the periodic review of the institution's mission; evidence that process is inclusive.	
	4. The institution's mission is central to institutional planning and decision-making.	(T2) Evaluation, Planning and Improvement.	How effectively does the mission statement prompt planning and decision-making? To what extent is the mission statement central to the choices the college makes?	<p>Evidence that the mission statement provides the preconditions for setting institutional goals.</p> <p>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.</p>	
I. (The institution demonstrates	B. Improving Institutional Effectiveness			Evidence that there exists a current cycle in	

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<p>strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.)</p>	<p><i>The institution demonstrates a conscious effort to produce and support student-learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning</i></p>			<p>which evaluation results are utilized in integrating planning, resource allocation, implementation, and re-evaluation.</p>	
	<p>1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.</p>	<p>(T5) Dialogue, (T3) Student Learning Outcomes, and (T2) Evaluation, Planning and Improvement.</p>	<p>How has the college structured its dialogue? How well does the college embrace and understand the purpose of the dialogue? When, how, and about what subjects has the college engaged in dialogue? What impact has the dialogue had on student learning? Does the dialogue lead to a collective understanding of the meaning of data and research used in evaluation of student learning?</p>	<p>Evidence that the institution has developed processes by which continuous dialog about both student learning and institutional processes can take place. 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. Evidence that data is both quantitative and qualitative.</p>	
	<p>2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.</p>	<p>(T2) Evaluation, Planning and Improvement, (T5) Dialogue, (T6) Institutional Integrity, (T1) Institutional Commitments.</p>	<p>What criteria does the college use to determine its priorities (set goals)? Is there broad-based understanding of the goals and the processes to implement them? Is there institutional commitment to achieve identified goals? How well does the college implement its goals? Are goals articulated so that the institution can later determine the degree to which they have been met? To what extent does the college achieve its goals?</p>	<p>Evidence that well-defined decision-making processes and authority serve to facilitate planning and institutional effectiveness. Evidence that goals are developed with the knowledge and understanding of the college community. Written, current institutional plans that describe ways in which the institution will achieve its goals.</p>	
	<p>3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evalua-</p>	<p>(T1) Institutional Commitments, (T2) Evaluation, Planning and Improvement, (T5) Dialogue, (T4) Organi-</p>	<p>To what extent does the institution understand and embrace the notion of ongoing 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?</p>	<p>Evidence that the processes used in planning and institutional improvement are communicated and that they provide the means by which the college community can participate in decision-making. Evidence of periodic and systematic assessment of the effectiveness of all institutional services</p>	

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	tion is based on analyses of both quantitative and qualitative data.	zation.	How college budgeting of resources follow planning? To what extent are institutional data available and used for planning? Are data analyzed and interpreted for easy understanding by the college community?	and processes.	
	4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	(T5) Dialogue, (T6) Institutional Integrity, (T4) Organization.		Evidence that results of periodic and systematic assessment are utilized for improvement.	
	5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.	(T4) Organization, (T5) Dialogue, (T2) Evaluation, Planning and Improvement.	What institutional databases does the college support? Are these databases accurate, current, and accessible? By what means does the college publicize its statistics on student achievement and student learning to the public? How does the college assess whether this means is effectively communicating information about institutional quality to the public?	Evidence that the results are disseminated to and understood by the college community.	
	6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	(T5) Dialogue, (T2) Evaluation, Planning and Improvement, (T4) Organization	What processes does the institution use to assess the effectiveness of its cycle of evaluation, integrated planning, resource allocation implementation, and re-evaluation? How effective is the college planning process for fostering improvement?	Evidence of current, systematic program review and implementation of results.	
	7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.	(T2) Evaluation, Planning and Improvement, (T5) Dialogue.	What mechanisms does the institution use to gather evidence about the effectiveness of programs and services? How effectively do evaluation processes and results contribute to improvement in programs and services?	Evidence that program review processes are systematically evaluated.	

SCC Accreditation Self-Study Guide: Standard II — Student Learning Programs & Services

Standard	Subsections	Themes	Questions	Evidence	Notes
<p>II. The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.</p>	<p>A. Instructional Programs <i>The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.</i></p>				
	<p>1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.</p>	<p>(T1) Institutional Commitments, (T2) Evaluation, Planning and Improvement, (T6) Institutional Integrity, (T5) Dialogue, (T3) Student Learning Outcomes.</p>	<p>Do all institutional offerings fit the stated mission of the institution? How does the institution ensure that its programs and services are high quality and appropriate to an institution of higher education? How does the institution choose the fields of study in which it offers programs? What are the student achievement outcomes of the institution's programs; i.e., to what extent do students complete degrees and certificates, gain employment, or transfer to four-year institutions? By what means are programs assessed for currency, teaching and learning strategies, and student learning outcomes? To what extent are programs current? How effective are teaching strategies in fostering student learning?</p>	<p>Evidence that all instructional offerings are in keeping with the institution's mission regardless of where and how they are taught. Evidence that instructional offerings are in appropriate areas of academic study given the institution's mission. Evidence that the quality of all programs is consistently determined to meet a high standard. Evidence of analytical reviews demonstrating that instructional programs are relevant to the interest, needs, goals, and aspirations of the students served by the institution. Evidence that students are achieving stated learning outcomes.</p>	
	<p>a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student-learning needs and to assess progress toward achieving stated learning outcomes.</p>	<p>(T2) Evaluation, Planning and Improvement, (T6) Institutional Integrity, (T3) Student Learning Outcomes.</p>	<p>What research is conducted to inform what student-learning needs are? How is this information incorporated into program planning? What kind of research is being conducted to determine if students are achieving stated learning outcomes?</p>	<p>Evidence of assessment of student learning and program outcomes.</p>	
	<p>b. The institution utilizes delivery systems and</p>	<p>(T1) Institutional</p>	<p>How does the institution determine that deliv-</p>	<p>Evidence that the institution considers how</p>	

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	modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	Commitments, (T5) Dialogue, (T2) Evaluation, Planning and Improvement, (T3) Student Learning Outcomes.	ery of instruction fits the objectives and content of its courses? How are delivery methods evaluated for their effectiveness in meeting student needs? What dialogue is taking place about delivery systems and modes of instruction? How effectively are delivery systems and modes of instruction facilitating student learning?	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.	
	c. The institution identifies student-learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.	(T3) Student Learning Outcomes, (T2) Evaluation, Planning and Improvement, (T5) Dialogue.	What student learning outcomes has the institution identified for its courses, its programs, its certificates, its degrees? How and by whom are student learning outcomes and strategies for attaining them created? How and by whom are student learning outcomes and program outcomes assessed? How are the results used for improvement? Are student learning outcomes verifiably at the collegiate level? What assessments are in place for measuring these outcomes? How effectively are the assessments working? What dialogues have occurred about using assessment results to guide improvements to courses, programs, etc.? What improvements have resulted?	Evidence of review of assessment results and utilization for improvement of student learning.	
	2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.	(T2) Evaluation, Planning and Improvement, (T5) Dialogue, (T1) Institutional Commitments.	By what criteria and processes does the institution decide to offer developmental, pre-collegiate, continuing and community education, study abroad, short-term training, international student, or contract education programs? Which of these (or other) categories of courses and programs does the institution offer? By what means does the institution ensure that all of its instructional courses and programs are of high quality? Are they all of high quality? What is the process for establishing and evaluating each type of course and program? How does the college determine the appropriate credit type, delivery mode, and location of its courses and programs? Is the quality of all instructional courses and programs offered in the name of the institution ensured? Does the institution use evaluation of courses and programs effectively for improvement?	Evidence that an institutional process exists for determining the quality of all courses and programs.	
	a. The institution uses established procedures	(T3) Student	What established policies and institutional proc-	Evidence that established procedures are	

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	<p>to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.</p>	<p>Learning Outcomes, (T2) Evaluation, Planning and Improvement, (T4) Organization.</p>	<p>esses guide the development and evaluation of courses and programs? What is the role of faculty? Do these procedures lead to assessment of quality and improvement? Who is responsible for identifying appropriate student learning outcomes? Are the right student-learning outcomes established for each course and program? How is this "fit" evaluated? What processes exist to approve and administer courses and programs? Are the processes effective? How are courses and programs evaluated? How often? What are the results of the evaluations? What improvements to courses and programs have occurred as a result of evaluation? How does the institution assure that it relies on faculty discipline expertise for establishing the quality of its courses and programs?</p>	<p>used to develop courses and programs and that faculty play a major role in this endeavor. Evidence for a faculty-driven assessment plan that includes systematic evaluation and integrated planning of student learning outcomes for all courses, certificates, programs, and degrees.</p>	
	<p>b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.</p>	<p>(T5) Dialogue, (T6) Institutional Integrity, (T3) Student Learning Outcomes.</p>	<p>How are competency levels and measurable student learning outcomes determined? What is the role of faculty? What is the role of advisory committees? How has the institution structured the relationship between student learning outcomes, competency levels for degrees, certificates, programs, and courses? Do students have a clear path to achieving the student learning outcomes required of a course, program degree, certificate? How well does the institution achieve and evaluate the effectiveness of learning at each level?</p>	<p>Evidence that systematic evaluation and review of student progress toward achieving learning outcomes take place. Evidence of the role played by advisory committees.</p>	
	<p>c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.</p>	<p>(T3) Student Learning Outcomes, (T2) Evaluation, Planning and Improvement, (T5) Dialogue.</p>	<p>How does the institution demonstrate the quality of its instruction? What evidence exists all programs are characterized by the variables cited in this standard? What institutional dialogue has occurred to enhance understanding and agreement about the quality and level of its programs? What criteria does the college use in deciding on the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning breadth of each program it offers? What role do faculty play in these decisions?</p>	<p>Evidence that programs are appropriately sequenced to provide the bases for subsequent courses. Evidence that courses are of sufficient content, breadth, and length to permit the student to learn and practice expected knowledge, skills, and abilities.</p>	

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			<p>How does the college use these qualities (breadth, depth, etc.) to determine that a program is collegiate or pre-collegiate level?</p>		
	<p>d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.</p>	<p>(T2) Evaluation, Planning and Improvement, (T3) Student Learning Outcomes, (T5) Dialogue, (T6) Institutional Integrity, (T4) Organization.</p>	<p>What assessment of student learning styles has the college performed? How does the institution demonstrate that it is meeting the needs and learning styles of its students? What do faculty and staff know about learning needs and pedagogical approaches? Do courses include multiple ways of assessing student learning? How does the college determine what delivery modes are appropriate for its students? What teaching methodologies are commonly used? How are methodologies selected? Have faculty discussed the relationship between teaching methodologies and student performance? What efforts has the college made to match methodologies with particular needs of students, with leaning styles? Has the college investigated the effectiveness of its delivery modes? How effective are delivery modes and instructional methodologies that the college uses in producing learning?</p>	<p>Evidence that 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 a process for validating the effectiveness of examinations in assessing student learning. Evidence that placement tests are examined for biases.</p>	
	<p>e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.</p>	<p>(T2) Evaluation, Planning and Improvement, (T5) Dialogue, (T6) Institutional Integrity, (T3) Student Learning Outcomes.</p>	<p>How is the effectiveness of instructional courses and programs determined? Do criteria used in program review include relevancy, appropriateness, achievement of student learning outcomes, currency, planning for the future? Is this process consistently followed for all college programs, regardless of the type of program (collegiate, developmental, etc.)? What types of data are available for program evaluation? Does the evaluation include a curricular review? Does the evaluation include a comprehensive review of the role of the program in the overall college curriculum? How is the relevancy of a program determined? Have student learning out comes for the program been identified? How well are student achieving these outcomes? How are results of program evaluation used in institutional planning? What changes or improvements in programs have occurred as a result of the consideration of program evaluations?</p>	<p>Evidence of regular, systematic evaluation and review of instructional courses and programs, using consistent and valid research strategies. Evidence that evaluation results are used for improvement. Evidence that elements assessed include measures of student learning. Evidence that results of evaluation are disseminated. Evidence that results of evaluation are used for improvement.</p>	

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	f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student-learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.	(T2) Evaluation, Planning and Improvement, (T4) Organization, (T5) Dialogue.	To what extent does the institution understand and embrace the notion of ongoing 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 college budgeting of resources follow planning? To what extent are institutional data available and used for planning? Are data analyzed and interpreted for easy understanding by the college community?	Evidence for an assessment plan that includes systematic evaluation and integrated planning of student learning outcomes for all courses, certificates, programs, and degrees.	
	g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.	(T3) Student Learning Outcomes	Does the institution use stated learning outcomes to determine credited awarded for credit?	Evidence that the college uses student achievement of stated learning outcomes in awarding credit for degrees and certificates.	
	h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	(T3) Student Learning Outcomes, (T2) Evaluation, Planning and Improvement.	Are student learning outcomes the basis for credit awarded for courses? Are credits awarded consistent with accepted norms in higher education?	Evidence that the college uses student achievement of stated learning outcomes in awarding credit for degrees and certificates. Evidence that credits awarded are consistent with accepted higher education practices.	
	i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	(T3) Student Learning Outcomes, (T2) Evaluation, Planning and Improvement, (T5) Dialogue.	By what mean does the institution ensure that achievement of stated learning outcomes are the basis for awarding degrees and certificates? What institutional dialogue has occurred about the learning expected of students in order for them to earn a degree or certificate? How has the college identified student-learning outcomes for its degrees and certificates?	Evidence that the institution has developed a means for awarding credit based on student learning outcomes.	
	3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.	(T1) Institutional Commitments, (T3) Student Learning Outcomes, (T2) Evaluation, Planning and Improvement, (T5) Dialogue, (T4) Organization.	What evidence is found in the catalogue of a faculty-developed rationale for general education that serves as the basis for inclusion of courses in general education? How are student-learning outcomes used to analyze courses for inclusion as general education? How is the rationale for general education communicated to all stakeholders? How is the general education philosophy reflected in the degree requirements?	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.	
	General education has comprehensive learning outcomes for the students who complete it, including the following: a. An understanding of the basic content and	(T2) Evaluation, Planning and Improvement, (T5) Dialogue, (T3)	How are the basic content and methodology of traditional areas of knowledge in general education determined? What process is used to ensure that general	Evidence that content and methodology is determined by appropriate discipline faculty. Evidence that the institution has determined standards for the skills in general education.	

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	methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.	Student Learning Outcomes, (T4) Organization, (T5) Dialogue.	education courses include this content and methodology? Do general education courses demonstrate student achievement of comprehensive student learning outcomes? Do student-learning outcomes for general education courses require students to understand the basic content and methodology in the major areas of knowledge? Is there a consistent process for assuring that the content and methodology are included in course outlines? How well are students able to apply their understanding to subsequent coursework, employment, or other endeavors?		
	b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.	(T2) Evaluation, Planning and Improvement, (T5) Dialogue, (T4) Organization, (T3) Student Learning Outcomes.	What standards have been developed to determine if general education students have attained these goals? What criteria does the college use to assure that the required skill level meets collegiate standards? Is there a consistent process for assuring that expected skill levels are included in course outlines? What measures of student skill are employed? Is the college satisfied that these measures are effective? How well are students achieving these outcomes? How well are students able to apply these skills to subsequent coursework, employment, or other endeavors?	Evidence that the institution has determined standards for the skills in general education. Evidence that students who complete general education programs are proficient these skills.	
	c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	(T2) Evaluation, Planning and Improvement, (T5) Dialogue.	How are student-learning outcomes developed to address concerns about ethics and effective citizenship? How is it determined where to include student learning leading to development of these qualities?	Evidence that the program of general education includes student-learning outcomes concerning values, ethics, civic responsibility, and diverse perspectives.	
	4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	(T2) Evaluation, Planning and Improvement, (T4) Organization	Do degree programs include at least one area of focused study or interdisciplinary core?	Evidence that all degree programs include at least one area of inquiry or in an established interdisciplinary core.	
	5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable stan-	(T2) Evaluation, Planning and Improvement, (T5) Dialogue, (T4)	What evidence exists that students who complete vocational and occupational degrees and certificates meet employment competencies? Are prepared for licensure? Are prepared for certification by	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.	

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	dards and are prepared for external licensure and certification.	Organization.	external agencies? How does the college acquire information about its students' ability to meet these requirements? Is this information reliable?		
	6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student-learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.	(T4) Organization, (T6) Institutional Integrity, (T5) Dialogue, (T3) Student Learning Outcomes.	How does the institution assure that information about its programs is clear and accurate? Are degrees and certificates clearly described? Are student-learning outcomes included in descriptions of courses and programs? How does the institution verify that students receive a course syllabus that includes student-learning outcomes? How does the college verify that individual sections of courses adhere to the course learning objectives?	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.	
	a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	(T4) Organization, (T6) Institutional Integrity, (T5) Dialogue, (T3) Student Learning Outcomes.	What policies does the institution have to address transfer of coursework in and out of the institution and how are they communicated to students? Are these policies regularly reviewed? How does the institution develop, implement, and evaluate articulation agreements?	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.	
	b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	(T5) Dialogue, (T2) Evaluation, Planning and Improvement, (T6) Institutional Integrity.	What policy does the institution have to address elimination of or major changes in programs? Are students advised on how to complete educational requirements when programs are eliminated or modified?	Evidence that students are able to complete programs that undergo change or are eliminated. Evidence that students are advised on what they must do to complete such programs.	
	c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.	(T2) Evaluation, Planning and Improvement, (T4) Organization.	How does the institution conduct regular reviews of its policies and practices regarding publications to ensure their integrity? Are electronic representations of the institution regularly reviewed? Does the institution provide information on student achievement to the public? Is that information accurate? Current?	Evidence that publications and other representations of the college are regularly reviewed for clarity and accuracy. Evidence that the institution provides the public with information about student achievement. Evidence that institutional policies are regularly reviewed to ensure integrity.	
	7. In order to assure the academic integrity of	(T4) Organization,	Are Board- approved policies on academic	Evidence of board-approved and distributed	

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	the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	(T6) Institutional Integrity.	freedom made public? Are Board approved policies on student academic honesty made public?	policies on academic freedom and student academic honesty. Evidence that these policies are followed.	
	a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	(T4) Organization, (T6) Institutional Integrity.	<p>What policies demonstrate institutional commitment to free pursuit and dissemination of knowledge?</p> <p>How does the college communicate its expectation that faculty distinguish between personal conviction and professionally accepted views in a discipline? In what discussions have faculty engaged to deepen understanding of this expectation? How successfully do faculty make this distinction in the classroom? What mechanisms does the college have for determining how effectively it is meeting this expectation?</p>	Evidence of faculty awareness and commitment to fair and objective presentation of knowledge.	
	b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	(T4) Organization, (T5) Dialogue, (T6) Institutional Integrity.	What mechanism does the institution have for informing students and faculty about, and enforcing, its policies on academic honesty?	Evidence of board-approved and distributed policies on student academic honesty. Evidence that these policies are followed.	
	c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.	N/A	<p>How are requirements of conformity to codes of conduct communicated?</p> <p>If a college seeks to instill specific beliefs or worldviews, what policies does it have in place to detail these goals? How are the policies communicated to appropriate constituencies?</p> <p>Are Board- approved policies on academic freedom made public? Are Board approved policies on student academic honesty made public?</p>	Evidence that a college espousing specific worldviews or codes of conduct make policies clear in publications provided in advance of enrollment or employment.	
	8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	N/A	How well do curricula offered in foreign locations to non-US. students conform to the specifications of Commission policy Principles of Good Practice in Overseas International Education Programs for Non-US. Nationals?		

Standard	Subsections	Themes	Questions	Evidence	Notes
<p>II. (The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.)</p>	<p>B. Student Support Services <i>The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.</i></p>	<p>(T2) Evaluation, Planning and Improvement, (T4) Organization, (T5) Dialogue.</p>	<p>How does the institution determine that admitted students are able to benefit from its programs? How is this information applied to admissions policies and procedures? What college-wide discussions have occurred about how student access, progress, learning, and success are consistently supported?</p>		
	<p>1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution</p>	<p>(T2) Evaluation, Planning and Improvement</p>	<p>By what means does the institution assure the quality of its student support services? How does the institution demonstrate that these services support student learning?</p>	<p>Evidence that the institution systematically evaluates its student support services in light of its stated mission. Evidence that student support services support learning.</p>	
	<p>2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:</p>	<p>(T4) Organization, (T5) Dialogue, (T3) Student Learning Outcomes.</p>			
	<p>a. General Information— •Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution •Educational Mission •Course, Program, and Degree Offerings •Academic Calendar and Program Length •Academic Freedom Statement •Available Student Financial Aid •Available Learning Resources •Names and Degrees of Administrators and Faculty •Names of Governing Board Members</p>	<p>(T4) Organization, (T5) Dialogue, (T3) Student Learning Outcomes.</p>		<p>Evidence that the catalog contains items specified in Standards IIB.2.a, IIB.2.b and IIB.2.c, IIB.2.d.</p>	
	<p>b. Requirements— •Admissions • Student Fees and Other Financial Obligations •Degree, Certificates, Graduation and Transfer</p>	<p>(T4) Organization, (T5) Dialogue, (T3) Student Learning Outcomes.</p>			

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Standard	Subsections	Themes	Questions	Evidence	Notes
	c. Major Policies Affecting Students— •Academic Regulations, including Academic Honesty •Nondiscrimination •Acceptance of Transfer Credits •Grievance and Complaint Procedures •Sexual Harassment •Refund of Fees	(T4) Organization, (T5) Dialogue, (T3) Student Learning Outcomes.			
	d. Locations or publications where other policies may be found	(T4) Organization	Is the catalogue current, clear, easy to understand, easy to use, well structured? How is the catalog reviewed for accuracy and currency? What process does the college use to ensure that the information in its publications is easily accessible to students, prospective students, and the public? Is the catalog complete? When policies are not included in the catalog are the publications in which they are found easily accessible?		
	3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	(T2) Evaluation, Planning and Improvement, (T5) Dialogue, (T4) Organization.	By what means does the institution determine the support needs of its students? How well does it address these needs?	Evidence that the institution assesses student needs for services and provides for them.	
	a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	(T2) Evaluation, Planning and Improvement, (T5) Dialogue, (T4) Organization.	What evidence is provided that the institution assesses student needs for services regardless of location and provides for them? How are on-line services and services at off-site locations evaluated? How well are services meeting the needs of students?	Evidence that the institution assesses student needs for services regardless of location and provides them.	
	b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	(T5) Dialogue, (T4) Organization, (T2) Evaluation, Planning and Improvement.	What is the institution doing to provide a learning environment that promotes these personal attributes? In what dialogues has the institution engaged about what constitutes a good learning environment? What programs or services has the institution determined contribute to this environment? What areas have been identified for improvement? How does the college evaluate its efforts in this area? How are the results of the evaluations used to improve the environment?	Evidence that activities encouraging personal development are made available to students.	
	c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other	(T4) Organization, (T2) Evaluation, Planning and Improvement.	Does the institution develop, implement, and evaluate counseling and/or academic advising? Does the evaluation of counseling and/or academic advising include how it enhances student de-	Evidence that the institution develops, implements, and evaluates counseling and/or academic advising. Evidence that evaluation of counseling and/or	

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Standard	Subsections	Themes	Questions	Evidence	Notes
	personnel responsible for the advising function.		velopment and success? Are those responsible for counseling/advising trained?	academic advising includes how it enhances student development and success. Evidence that those responsible for counseling/advising are trained.	
	d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	(T2) Evaluation, Planning and Improvement, (T6) Institutional Integrity.	What does the institution do to promote student understanding and appreciation of diversity? What measures does the institution use to determine their effectiveness? How well are these efforts working?	Evidence that the institution develops, implements, and evaluates the effectiveness of services in enhancing student understanding and appreciation of diversity.	
	e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	(T2) Evaluation, Planning and Improvement.	What processes are used to evaluate the effectiveness of practices and tools of admissions? What evaluations of placement processes are used to ensure their consistency and effectiveness? How are cultural and linguistic bias in the instruments and processes minimized?	Evidence that admissions practices and placement instruments are regularly evaluated. Evidence that placement instruments are valid and minimize bias.	
	f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	(T4) Organization, (T6) Institutional Integrity.	What institutional policies govern the maintenance of student records? Are records secure? Does the institution have a policy for release of student records?	Evidence that student records are kept confidential and secure. Evidence for how student records are released.	
	4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	(T3) Student Learning Outcomes, (T2) Evaluation, Planning and Improvement, (T5) Dialogue.	How does the institution provide for systematic and regular review of its student support services? How are the results used? Does the evaluation assess how student support services contribute to the achievement of student learning outcomes? How are evaluation results used to improve services?	Evidence that review of student service programs is regularly conducted and that the results are used for improvement. Evidence that analysis of review of student service programs includes verification that services contribute to student learning outcomes.	

Standard	Subsections	Themes	Questions	Evidence	Notes
<p>II. (The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.)</p>	<p>C. Library and Learning Support Services <i>Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.</i></p>	<p>(T4) Organization, (T6) Institutional Integrity.</p>			
	<p>1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.</p>	<p>(T3) Student Learning Outcomes, (T2) Evaluation, Planning and Improvement, (T5) Dialogue.</p>		<p>Evidence that includes the evaluation instruments, their analysis, conclusions and plans for improvement of the library and learning support services, evidence that improvements are planned and implemented.</p>	
	<p>a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.</p>	<p>(T3) Student Learning Outcomes, (T2) Evaluation, Planning and Improvement, (T5) Dialogue.</p>	<p>What information about student learning needs is provided by other instructional faculty and staff to inform selection of library resources? How does the institution assess the effectiveness of its own library collection in terms of quantity, quality, depth and variety? What quantity is sufficient to meet student-learning needs? What is the quality determined as necessary by the institution? How does the institution know it has sufficient depth and variety of materials to meet the learning needs of its students? What information does the library use to determine whether it is enhancing student achievement of identified learning outcomes?</p>	<p>Evidence that shows 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 "seats" available in Library and LRC.</p>	
	<p>b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to</p>	<p>(T3) Student Learning Outcomes, (T2)</p>	<p>What are the information competencies that the institution purports to teach all students? What is the evidence that the institution acts purposefully</p>	<p>Evidence that shows ongoing instruction: • List of courses, workshops and other training held each academic year and attendance. • Course or</p>	

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Standard	Subsections	Themes	Questions	Evidence	Notes
	develop skills in information competency.	Evaluation, Planning and Improvement.	to teach these competencies? How does the institution assess the competencies in information retrieval/ use that it teaches students? How does the institution evaluate its teaching effectiveness and set goals for improvement?	workshop outlines, materials used in training, including identified learning outcomes. Evidence that the library evaluates the effectiveness of student learning during courses, workshops on information competency and use of the LLSS.	
	c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.	(T3) Student Learning Outcomes, (T6) Institutional Integrity, (T5) Dialogue, (T2) Evaluation, Planning and Improvement.	What are the hours of operation of the library? What is the availability of electronic access to library materials? Are all campus locations/all types of students/all college instructional programs equally supported by library services and accessibility?	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 turn around time, limits to access relative to on-campus students. Evidence that there is access to Library and LSS for remote students/staff institutional policies on remote access, including personnel policies that describe access provided to educational staff. • Description of remote access practice—computer based, circulation of volumes, etc. for each remote site or population. • Description of use of Library and LSS by remote uses – students, faculty.	
	d. The institution provides effective maintenance and security for its library and other learning support services.	(T4) Organization, (T6) Institutional Integrity.		Evidence that includes institutional maintenance schedules, capital improvement plans. Description of security provisions for library holdings. Any institutional self-assessments of adequacy of same. • Institutional plans for improvement of L and LSS.	
	e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.	(T2) Evaluation, Planning and Improvement.	What contracts, if any, exist for the provision of library and learning support services? What processes does the institution have for evaluating and ensuring the quality of those contracted services? How does the institution gather information to assess whether the services are being used?	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 L and LSS. • Provisions of the contract that provide for accredited institution's control of quality or ability to influence quality of contracted/collaborated service.	
	2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence	(T3) Student Learning Outcomes, (T2) Evaluation, Plan-	What methods does the institution use to evaluate its library and other learning support services? Does the evaluation assess use, access, and relationship of the services to intended student learn-	Evidence that holdings are related to educational programs and that all educational program needs have adequate materials in the library. A description of library acquisition plans related	

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Standard	Subsections	Themes	Questions	Evidence	Notes
	that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	ning and Improvement.	ing? Does the evaluation include input by faculty, staff and students?	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 data linking purchases to educational programs and SLO's defined by educational programs and by assessments of student learning.	

SCC Accreditation Self-Study Guide: Standard III — Resources

Standard	Subsections	Themes	Questions	Evidence	Notes
<p>III. The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.</p>	<p>A. Human Resources <i>The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.</i></p>	<p>(T2) Evaluation, Planning and Implementation, (T4) Organization, (T5) Dialogue.</p>			
	<p>1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.</p>	<p>(T1) Institutional Commitments, (T6) Institutional Integrity</p>	<p>What methods does the institution use to assure that qualifications for each position are closely matched to specific programmatic needs? What analyses and discussions have led the institution to agree on those needs? Upon what discussion and information does the institution decide on hiring priorities? Are the institution's personnel sufficiently qualified to guarantee the integrity of programs and services?</p>	<p>Evidence about how the institution determines human resource needs of programs and services. Evidence that 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.</p>	
	<p>a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by</p>	<p>(T4) Organization, (T6) Institutional Integrity.</p>	<p>How does the institution decide on hiring criteria? How are faculty involved in the selection of new faculty? How does the college decide an applicant is well qualified? How does the college know that faculty who are selected have a knowledge of their subject matter? By what methods does the college define and evaluate "effective teaching" in its hiring processes? How is that effectiveness judged? How does the college define and judge scholarship in a candidate, and by what means does it judge a candidate's potential to contribute to a col-</p>	<p>Evidence that the institution has a reasonable means for deciding what employee qualifications are needed for each position. Evidence that the institution uses a clear and reasonable process for determining personnel selection criteria. Evidence that the institution verifies employee degrees, experience, and references of newly hired personnel. Evidence that hiring procedures are written and consistently applied.</p>	

Standard	Subsections	Themes	Questions	Evidence	Notes
	<p>recognized US accrediting agencies. Degrees from non-US institutions are recognized only if equivalence has been established.</p>		<p>lege mission? How are jobs advertised? By what means does the institution verify the qualifications of applicants and newly hired personnel? How does the college check the equivalency of degrees from non-US institutions? What evidence is there that hiring processes yield highly qualified employees? What safeguards are in place to assure that hiring procedures are constantly applied?</p>		
	<p>b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.</p>	<p>(T2) Evaluation, Planning and Implementation, (T4) Organization.</p>	<p>How does the college decide on appropriate institutional responsibilities for personnel participation? How is participation judged? How does the college determine the appropriateness of activities to personnel expertise? What process is in place to assure that evaluations lead to improvement of job performance? What is the connection between personnel evaluations and institutional effectiveness and improvement? Do evaluation criteria measure the effectiveness of personnel in performing their duties?</p>	<p>Evidence of a systematic process for determining personnel evaluation criteria. Evidence that evaluation criteria are based on job responsibilities. Evidence that evaluation processes are written and followed. Evidence that evaluations are conducted regularly. Evidence that the institution uses the results of personnel evaluations for improvement.</p>	
	<p>c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.</p>	<p>(T1) Institutional Commitments, (T2) Evaluation, Planning and Implementation.</p>	<p>What are the roles of teachers, tutors, and others in producing student-learning outcomes? What deep thinking have faculty, as individuals and collectively, engaged in about how well students are learning in their courses and programs? What measures have they, again as individuals and collectively, created or selected to measure that learning? What discussions have faculty had about how to improve learning? What plans have been made? What changes have faculty made in their methodologies to improve learning? What changes in course content or sequencing have resulted from analyses of how well students are mastering course content? What methods has the institution developed to evaluate effectiveness in producing student-learning outcomes? Are these methods yielding</p>	<p>Evidence that the institution evaluates the effectiveness in producing student-learning outcomes of teachers, tutors, and others involved in the teaching- learning process.</p>	

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Standard	Subsections	Themes	Questions	Evidence	Notes
			meaningful and useful results? How does the institution use evaluation results to improve student learning outcomes?		
	d. The institution upholds a written code of professional ethics for all of its personnel.	(T6) Institutional Integrity.	How does the institution foster ethical behavior in its employees?	Evidence that the institution applies an ethics document or documents for all personnel.	
	2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	(T2) Evaluation, Planning and Implementation, (T4) Organization.	By what means does the institution determine appropriate staffing levels for each program and service? How does the institution decide on the organization of administrative and support staffing? How effectively does the number and organization of the institution's personnel work to support its programs and services? How does the institution evaluate this effectiveness?	Evidence that the institution employs a core of full-time faculty. Evidence that the institution employs qualified administrators and support staff in sufficient numbers.	
	3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	(T5) Dialogue, (T6) Institutional Integrity.	What processes does the institution use to develop and publicize its personnel policies? How does the institution ensure that it administers its personnel policies consistently? Do these policies and processes result in fair treatment of personnel?		
	a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	(T5) Dialogue, (T6) Institutional Integrity.		Evidence that the institution administers its personnel policies consistently and fairly.	
	b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	(T6) Institutional Integrity.	What are the institution's provisions for keeping personnel records? How does the institution provide employees access to their records? How effectively does institution maintain personnel records?	Evidence that the institution maintains personnel records safely. Evidence about how the institution provides employees access to their records.	
	4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	(T5) Dialogue, (T6) Institutional Integrity.	In what ways does the institution foster an appreciation for diversity? How effective are the institution's policies and practices in promoting understanding of equity and diversity issues? How does the institution know these policies and practices are effective?	Evidence that the institution has written policies on equity and diversity. Evidence that the institution is sensitive to issues of equity and diversity.	
	a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	(T1) Institutional Commitments.	How does the college determine what kinds of support its personnel need? How does the institution design programs and services that provide for the range of personnel at the institution? What programs and services does the institution have to support its personnel? How effective are these programs?	Evidence that programs and services are designed to provide for the range of personnel needs at the institution.	

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Standard	Subsections	Themes	Questions	Evidence	Notes
	b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	(T5) Dialogue, (T6) Institutional Integrity.	<p>What is the institution's record on employment equity and diversity?</p> <p>How does the institution track and analyze its employment equity record? How does it use this information?</p>	Evidence about how the institution tracks, analyzes, and uses its employment equity record.	
	c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	(T6) Institutional Integrity.	<p>What policies and procedures about the treatment of personnel does the institution have in place?</p> <p>How does the institution ensure that its personnel and students are treated fairly?</p>	Evidence about how the institution treats its personnel and students.	
	5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.	(T2) Evaluation, Planning and Implementation/		<p>Evidence about how the institution uses identified teaching and learning needs to determine professional development opportunities.</p> <p>Evidence that the institution evaluates professional development needs of its personnel.</p>	
	a. The institution plans professional development activities to meet the needs of its personnel.	(T2) Evaluation, Planning and Implementation/		Evidence that the institution bases its programs on identified needs.	
	b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	(T2) Evaluation, Planning and Implementation, (T5) Dialogue.	<p>What professional development programs does the institution support?</p> <p>How does the institution identify teaching and learning needs of its faculty and other personnel?</p> <p>What processes ensure that professional development opportunities address those needs?</p> <p>How does the college ensure meaningful evaluation of professional development activities?</p> <p>What impact do professional development activities have on the improvement of teaching and learning? How does the institution evaluate that improvement?</p>	Evidence about how participants are involved in the programs' evaluation.	
	6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	(T4) Organization.	<p>By what process does the institution assess the use of its human resources?</p> <p>How does the institution ensure that human resource decisions emanate from institutional needs and plans for improvement? Specifically, what evidence is there that the institution bases its human resource decisions on the results of evaluation of program and service needs?</p> <p>How does the institution determine that human resource needs in program and service areas are met effectively? How effectively are those needs met?</p>	<p>Evidence that the institution assesses the use of its human resources.</p> <p>Evidence that institutional plans determine human resource allocation priorities.</p> <p>Evidence that human resource decisions are based on the results of evaluation of program and service needs.</p>	

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Standard	Subsections	Themes	Questions	Evidence	Notes
<p>III. (The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.)</p>	<p>B. Physical Resources <i>Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.</i></p>	<p>(T4) Organization.</p>			
	<p>1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.</p>	<p>(T4) Organization.</p>	<p>Against what criteria and by what processes does the institution evaluate the safety of its facilities? Upon what data has the institution determined the sufficiency of its classrooms, lecture halls, laboratories, and other facilities? What mechanisms does the college employ to evaluate how effectively facilities meet the needs of programs and services? How well does the institution meet its facilities needs? Does the institution use the same criteria and processes for determining safety and sufficiency of facilities at off-campus sites? To what extent are off-campus sites safe and sufficient? How does the college use the results of facilities evaluations to improve them? Does the college employ similar processes to assure the safety and sufficiency of its equipment? How does the institution support the equipment needs of the distance delivery modes it offers? Are institutional needs for equipment met?</p>	<p>Evidence about how the institution evaluates the safety and sufficiency of its facilities. Evidence that the institution provides adequate facilities for its programs and services. Evidence that off-campus sites are adequate to support programs conducted 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.</p>	
	<p>a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.</p>	<p>(T4) Organization.</p>	<p>How does the institution consider the needs of programs and services when planning its buildings? What processes ensure that program and service needs determine equipment replacement and maintenance? How does the institution evaluate effectiveness of facilities and equipment in meeting the needs of programs and services? How effectively does the institution use its physical resources?</p>	<p>Evidence about how the institution plans and maintains its facilities. Evidence that the institution has replacement and maintenance plans for equipment. Evidence about how the institution evaluates its facilities.</p>	
	<p>b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.</p>	<p>(T4) Organization, (T5) Dialogue.</p>	<p>How does the institution assure access to its facilities? How does the institution ensure that it maintains sufficient control over off-site facilities to ensure their quality?</p>	<p>Evidence about how the institution evaluates the safety and sufficiency of its facilities. Evidence about how the institution constructs and maintains its facilities at all locations.</p>	

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Standard	Subsections	Themes	Questions	Evidence	Notes
	2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	(T2) Evaluation, Planning and Implementation, (T4) Organization.	<p>By what process does the institution assess the use of its facilities? How often does evaluation occur?</p> <p>How does the college use the results of the evaluation to improve facilities or equipment?</p>	<p>Evidence that the institution uses its facilities and equipment effectively.</p> <p>Evidence about how the institution evaluates the physical resources needs of its programs and services.</p> <p>Evidence about how the institution makes decisions about equipment purchases.</p> <p>Evidence that the institution assesses the use of its physical resources.</p> <p>Evidence that institutional plans determine physical resource priorities.</p>	
	a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	(T2) Evaluation, Planning and Implementation, (T4) Organization.	<p>What process does the institution follow to make capital plans? How does institutional planning determine long-range capital projects?</p> <p>What elements comprise the definition of "total cost of ownership" the institution uses when making decisions about facilities and equipment?</p> <p>How do planning processes ensure that capital projects support college goals? How effectively is long-range capital planning helping to college achieve improvement goals?</p>	<p>Evidence that long-range capital projects are based on institutional planning.</p> <p>Evidence that the institution has considered the total cost of ownership when making decisions about facilities and equipment.</p> <p>Evidence that the institution bases its building plans on the needs of programs and services.</p>	
	b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	(T2) Evaluation, Planning and Implementation, (T5) Dialogue.	<p>How does the institution ensure that facilities decisions emanate from institutional needs and plans for improvement?</p> <p>What evidence is there that the institution bases its physical resource decisions on the results of evaluation of program and service needs? How does the institution prioritize needs when making decisions about equipment purchases?</p> <p>How does the institution determine that physical resource needs in program and service areas are met effectively? How effectively are those needs met?</p>	<p>Evidence that physical resource decisions are based on the results of evaluation of program and service needs.</p>	

Standard	Subsections	Themes	Questions	Evidence	Notes
<p>III. (The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.)</p>	<p>C. Technology Resources <i>Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.</i></p>	<p>(T1) Institutional Commitments, (T2) Evaluation, Planning and Implementation.</p>			
	<p>1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.</p>	<p>(T1) Institutional Commitments, (T4) Organization.</p>	<p>How does the institution make sure that its various types of technology needs are identified? If the college is not supported by technology, how did the college make that decision? How does the institution evaluate the effectiveness of its technology in meeting its range of needs? How effectively are those needs met?</p>	<p>Evidence about how the institution evaluates how well its technology meets the needs of its programs and services. Evidence about how the institution evaluates how well its technology meets the need for college-wide communications, research, and operational systems.</p>	
	<p>a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.</p>	<p>(T1) Institutional Commitments, (T4) Organization.</p>	<p>How does the institution make decisions about technology services, facilities, hardware, and software? How well does technology accommodate the college's curricular commitments for distance learning programs and courses? Whether technology is provided directly by the institution or through contractual arrangements, are there provisions for reliability, disaster recovery, privacy, and security?</p>	<p>Evidence about how the institution makes decisions about technology services, facilities, hardware, and software. Evidence about how the institution evaluates the effectiveness of its technology.</p>	
	<p>b. The institution provides quality training in the effective application of its information technology to students and personnel.</p>	<p>(T1) Institutional Commitments.</p>	<p>How does the institution assess the need for information technology training for students and personnel? What technology training does the institution provide to students and personnel? How does the institution ensure that the training and technical support it provides for faculty and staff are appropriate and effective? How effective is the training provided?</p>	<p>Evidence that 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.</p>	
	<p>c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.</p>	<p>(T4) Organization.</p>	<p>How has the institution provided for the management, maintenance, and operation of its technological infrastructure and equipment? Does the college provide appropriate system reliability and emergency backup?</p>	<p>Evidence about how the institution plans and maintains its technology. Infrastructure and equipment.</p>	
	<p>d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.</p>	<p>(T4) Organization.</p>	<p>How does the institution make decisions about use and distribution of its technology resources? What provisions has the institution made to assure a robust and secure technical infrastructure, providing maximum reliability for students and faculty?</p>	<p>Evidence that the institution's bases its technology plans on the needs of programs and services. Evidence that the institution has replacement and maintenance plans for its technology. Evidence about how the institution uses and distributes its technology resources.</p>	

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Standard	Subsections	Themes	Questions	Evidence	Notes
			<p>What policies or procedures does the institution have in place to keep the infrastructure reasonably up-to-date?</p> <p>Does the institution give sufficient consideration to equipment selected for distance programs? How effectively is technology distributed and used?</p>		
	<p>2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.</p>	<p>(T2) Evaluation, Planning and Implementation, (T5) Dialogue.</p>	<p>How does the institution ensure that facilities decisions emanate from institutional needs and plans for improvement?</p> <p>What evidence is there that the institution bases its technology decisions on the results of evaluation of program and service needs?</p> <p>How does the institution determine that technology needs in program and service areas are met effectively?</p> <p>How does the institution prioritize needs when making decisions about technology purchases? How effectively are those needs met?</p>	<p>Evidence about how the institution assesses the technology needs of its programs and services.</p> <p>Evidence that the institution assesses the use of its technology resources.</p> <p>Evidence that institutional plans determine technology resource priorities.</p> <p>Evidence that technology resource decisions are based on the results of evaluation of program and service needs.</p>	

Standard	Subsections	Themes	Questions	Evidence	Notes
<p>III. (The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.)</p>	<p>D. Financial Resources <i>Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.</i></p>	<p>(T2) Evaluation, Planning and Implementation, (T4) Organization.</p>	<p>What is the institution's overall budget? Does it have sufficient revenues to support educational improvements? Does the resource allocation process provide a means for setting priorities for funding institutional improvements?</p>		
	<p>1. The institution relies upon its mission and goals as the foundation for financial planning.</p>	<p>(T2) Evaluation, Planning and Implementation, (T4) Organization, (T6) Institutional Integrity.</p>			
	<p>a. Financial planning is integrated with and supports all institutional planning.</p>	<p>(T2) Evaluation, Planning and Implementation, (T4) Organization, (T6) Institutional Integrity.</p>	<p>Does the institution review its mission and goals as part of the annual fiscal planning process? Does the institution identify goals for achievement in any given budget cycle? Does the institution establish priorities among competing needs so that it can predict future funding? Do institutional plans exist, and are they linked clearly to financial plans, both short term and long range? Does the financial planning process rely primarily on institutional plans for content and timelines? Can the institution provide evidence that past fiscal expenditures have supported achievement of institutional plans? Does the Board or other institutional leadership receive information about fiscal planning that demonstrates its links to institutional planning?</p>	<p>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 relationship to educational goals as identified through institutional assessment and planning. Evidence showing the fiscal planning follows institutional planning in time sequence, and that funds are used to achieve institutional plans.</p>	
	<p>b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.</p>	<p>(T2) Evaluation, Planning and Implementation, (T4) Organization.</p>	<p>Do individuals involved in institutional planning receive accurate information about available funds, including the annual budget showing ongoing and anticipated fiscal commitments? Does the institution establish funding priori-</p>	<p>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 budget, capital plans,</p>	

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Standard	Subsections	Themes	Questions	Evidence	Notes
			ties in some fashion that helps the institution achieve its goals in reasonable fashion? Are items focused on student learning given appropriate priority? What other documents describing funding priorities are used by institutional planners?	long term fiscal plans.	
	c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	(T2) Evaluation, Planning and Implementation, t4	<p>What evidence of long term fiscal planning and priorities exists?</p> <p>Has the institution plans for payments of long-term liabilities and obligations, including debt, health benefits, insurance costs, building maintenance costs, etc? Is this information used in short term or annual budget and other fiscal planning?</p>	Evidence that includes copies of annual budget, audits for past three years, financial plans associated with institutional plans, budget documents prepared to 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.	
	d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	(T5) Dialogue.	Where or how are the processes for financial planning and budget recorded and made known to college constituents?	Evidence that the documents describing the financial planning and budgeting processes and minutes or other records showing the institution has followed those processes.	
	2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making.	(T3) Student Learning Outcomes, (T4) Organization.			
	a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	(T3) Student Learning Outcomes, (T4) Organization.	<p>Are funds allocated, as shown in the budget, in a manner that will realistically achieve the institution's stated goals for student learning?</p> <p>What do the audit statements say about financial management?</p> <p>Does the institution provide timely corrections to audit exceptions and management advice?</p>	Evidence that there is an annual external audit.	
	b. Appropriate financial information is provided throughout the institution.	(T5) Dialogue.	What information about budget, about fiscal conditions, about financial planning and about audit results is provided throughout the college? Is this information sufficient in content and timing to support institutional and financial planning and financial management?	Evidence of a fiscal planning process.	
	c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and un-	(T2) Evaluation, Planning and Implementation, (T4) Organization.	What is the ending balance of unrestricted funds for the institution's immediate past three years. Is this amount sufficient to maintain a reserve of 5% (the minimum needed for emergencies)?		

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Standard	Subsections	Themes	Questions	Evidence	Notes
	foreseen occurrences.		<p>Does the institution have any other access to cash should the need arise?</p> <p>How does the institution receive its revenues? Does this receipt pose cash flow difficulties for the college? If so, how does the college address cash flow difficulties? (e.g., COPS, loans)?</p> <p>Has the institution sufficient insurance to cover its needs? Is the institution self-funded in any insurance categories? If so, does it have sufficient reserves to handle financial emergencies?</p>		
	d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	(T4) Organization.	<p>What are the institution's procedures for reviewing fiscal management? Are those regularly implemented?</p> <p>What evidence about fiscal management is provided by external audits and financial program reviews?</p> <p>Has the institution received any audit findings or negative reviews in recent years?</p>		
	e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.	(T6) Institutional Integrity.	<p>Are the institution's special funds audited or reviewed by funding agencies regularly?</p> <p>Do the audits demonstrate the integrity of financial management practices?</p>		
	f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution	(T1) Institutional Commitments, (T6) Institutional Integrity.	<p>What contractual agreements exist, and are they consistent with institutional mission and goals?</p> <p>Does the institution have appropriate control over these contracts? Can it change or terminate contracts that don't meet its required standards of quality?</p>		
	g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.	(T2) Evaluation, Planning and Implementation, (T5) Dialogue.	<p>Does the institution have an annual external audit to provide feedback on its processes?</p> <p>Does the institution review the effectiveness of its past fiscal planning as part of planning for current and future fiscal needs?</p> <p>Does the institution have a fiscal review process?</p>		
	3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.	(T2) Evaluation, Planning and Implementation.			

SCC Accreditation Self-Study Guide: Standard IV — Leadership & Governance

Standard	Subsections	Themes	Questions	Evidence	Notes
<p>IV. The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.</p>	<p>A. Decision-Making Roles and Processes <i>The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.</i></p>	<p>(T6) Institutional Integrity.</p>			
	<p>1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.</p>	<p>(T5) Dialogue, (T6) Institutional Integrity.</p>	<p>What do the statements about institutional goals tell you about the institution's commitment to excellence? Are the institution's goals and values clearly articulated and understood by all? Can college staff tell you what those goals and values are? Can staff describe their own roles in helping the institution achieve its goals? What information about institutional performance is circulating and available to staff and students? Is the information kept current? Is it easily accessed, is it understandable? Is it regularly used in institutional discussions and decision-making sessions? Do the institution's processes for institutional evaluation and review, and planning for improvements, provide venues where the evaluations of the institution's performance are made available to all staff? Do institutional planning efforts provide opportunity for appropriate staff participation? Is there a way through which individuals can bring forward ideas for institutional improvement? Does the institution articulate the responsibilities of individuals to develop ideas for improvements in their areas of responsibility? Do individuals and groups at the institution</p>	<p>Evidence that shows Board and other governance policies and descriptions of the participation of constituencies in decision-making bodies.</p>	

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Standard	Subsections	Themes	Questions	Evidence	Notes
			use the governance process to enhance student learning?		
	2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	(T2) Evaluation, Planning and Implementation, (T5) Dialogue.			
	a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	(T2) Evaluation, Planning and Implementation, (T5) Dialogue.	What do institutional policies and procedures describe as the roles for each group in governance, including planning and budget development?	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.	
	b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.	(T2) Evaluation, Planning and Implementation, (T5) Dialogue.	What documents describe the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters?		
	3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	(T2) Evaluation, Planning and Implementation, (T5) Dialogue.	<p>Do the written policies on governance procedures specify appropriate roles for all staff and students? Do these policies specify the academic roles of faculty in areas of student educational programs and services planning?</p> <p>Are staff and students well informed of their respective roles? Do staff participate as encouraged by these policies? Do the various groups work in collaborative effort on behalf of institutional improvements? Is the result of this effort actual institutional improvement?</p> <p>Is there effective communication at the college – clear, understood, widely available, current communication?</p> <p>Do staff at the college know essential information about institutional efforts to achieve goals and improve learning?</p>	<p>Evidence that includes copies of governance policies and procedures, the composition of governance bodies, minutes of meetings, and documents showing the roles academic staff plan in reviewing and planning student learning programs and services.</p> <p>Evidence that includes the Policy Manual, institutional statement of mission, vision or philosophy, and institutional planning documents.</p>	

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Standard	Subsections	Themes	Questions	Evidence	Notes
	<p>4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.</p>	<p>(T6) Institutional Integrity.</p>	<p>What does documentation of the institution's past accreditation history show about integrity in its relationship with the commission – has it responded expeditiously and honestly to recommendations, are there citations indicating difficulty, etc.? Are the institution's communications of institutional qualities or effectiveness to the public accurate? What is the institution's track record in its relationship with the US Department of Education?</p>		
	<p>5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.</p>	<p>(T2) Evaluation, Planning and Implementation, (T5) Dialogue.</p>	<p>What process does the institution use to evaluate its governance and decision-making structures? Are the results communicated within the campus community? Does the institution identify weaknesses and make needed improvements?</p>	<p>Evidence that includes evaluations and analyzes the institution conducts of its governing and decision-making processes, and the form of communication of same to the community</p>	

Standard	Subsections	Themes	Questions	Evidence	Notes
<p>IV. (The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.)</p>	<p>B. Board and Administrative Organization <i>In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.</i></p>	<p>(T1) Institutional Commitments, (T4) Organization.</p>			
	<p>1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.</p>	<p>(T2) Evaluation, Planning and Implementation, (T6) Institutional Integrity.</p>	<p>Does the institution have a Policy Manual or other compilation of policy documents that show the Board's role in establishing said policy and reviewing it on a regular basis? What statements about quality of program, integrity of institutional actions, and about effectiveness of student learning programs and services are to be found in the institution's board-established policies, mission statement, vision or philosophy statement, planning documents, or other statements of direction? What is the written policy describing selection of the chief administrator? Has the board followed it or another process?</p>	<p>Evidence that includes published statements of institutional goals that reference the Board's expectations for student learning and quality of education.</p>	
	<p>a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.</p>	<p>(T2) Evaluation, Planning and Implementation, (T6) Institutional Integrity.</p>	<p>Is the governing board appropriately representative of the public interest and lacking conflict of interest? Are less than half of Board members owners of the institution? Are a majority of governing board members non-owners of the institution? Does the composition of the governing board reflect public interest in the institution?</p>		
	<p>b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.</p>	<p>(T1) Institutional Commitments, (T2) Evaluation, Planning and Implementation.</p>	<p>What policies, institutional goals, or other formal statements exist that describe Board expectations for quality, integrity, and improvement of student learning programs and services?</p>	<p>Evidence that includes Board minutes, statements to college constituents on this 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.</p>	

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Standard	Subsections	Themes	Questions	Evidence	Notes
	c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity	(T1) Institutional Commitments, (T6) Institutional Integrity.	Is the governing board independent – are its actions final, not subject to the actions of any other entity?	Evidence that includes documents describing the authority of the Board; the absence of any external, higher authority than the Board; descriptions of the Board appointment and replacement process.	
	d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	(T4) Organization.		Evidence that includes the published bylaws.	
	e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	(T4) Organization.	Do the records of Board actions (minutes, resolutions) indicate that it acts consistent with its policies and bylaws? Does the Board have a system for evaluating and revising its policies on a regular basis? Is this system implemented?	Evidence that includes Board minutes or a schedule showing Board evaluation of policies.	
	f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	(T4) Organization.	What is the board's system for development and orientation? Does the Board development system address the board's need to learn about accreditation standards and expectations? Does the Board have a formal, written method of providing for continuing membership and staggered terms of office? Does the Board have a formal, written method of providing for continuing membership and staggered terms of office?	Evidence that includes the materials from Board training workshops. Evidence that includes the policy on Board membership, appointment and replacement.	
	g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	(T2) Evaluation, Planning and Implementation, (T5) Dialogue.	What is the board self-evaluation process as defined in its policies? Does that process as described likely to be an effective review? Does the policy call for regular self-evaluation? Does the institution's board regularly evaluate its own performance?	Evidence that includes the board's policy and instruments used for self-evaluation, analyses and reports on the last few self-evaluations completed.	
	h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	(T6) Institutional Integrity.	What is the Board's stated process for dealing with board behavior that is unethical? Is there any track record of the board implementing this process? What was the result?	Evidence that includes the board policy statement of ethics.	
	i. The governing board is informed about and involved in the accreditation process.	(T5) Dialogue.	What kinds of training are provided to the Board about the accreditation process, its standards? Does the Board participate appropriately in institutional self-study and planning efforts? Do board actions, including planning and resource allocation, indicate a commitment to improvements planned as part of institutional self-	Evidence that includes budget documents and external audits showing ending year balances, audit exceptions (if any). Evidence that includes descriptions of funding rules or formulas, committee minutes or other documents showing the system has assessed the needs of each institution.	

Standard	Subsections	Themes	Questions	Evidence	Notes
			<p>evaluation and accreditation processes? Do Board actions reflect the commitment to supporting and improving student-learning outcomes as reflected in the accreditation standards and expectations for institutional improvement? Is the Board informed of institutional reports due to the Commission, of Commission recommendations to the institution? Is the Board knowledgeable about accreditation standards, including those that apply to the Board? Does the Board assess its own performance using accreditation standards?</p>	<p>Evidence that includes financial policies and manuals, the content of internal audits and reviews, annual external audits, fiscal program reviews conducted by other agencies, and the annual Budget documents. Examples of written or other recorded communications. Evidence that this all is working would be evidence that the rates of student progress through the institution and levels of student learning are increasing.</p>	
	<p>j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.</p>	<p>(T2) Evaluation, Planning and Implementation, (T4) Organization.</p>	<p>What is the established Board process for conducting search and selection processes for the chief administrator? Are those processes written? Has the Board used these processes in its most recent searches? How is the Board delegation of administrative authority to the chief administrator defined? In policy documents? In a contract with the chief administrator? Is this delegation clear to all parties? How effective is the Board in remaining focused at the policy level? Does the Board's evaluation of the chief administrator include mechanisms for evaluating performance on implementing board policies and achieving institutional goals? Does the Board set clear expectations for regular reports from the chief administrator on institutional performance? Does the Board set expectations for sufficient information on institutional performance to insure that it can fulfill its responsibility for educational quality, legal matters, and financial integrity?</p>	<p>Evidence that includes surveys and other evaluative instruments, the results of evaluation. Evidence that would include institutional analyses of performance, including fact books, reports, web page data portfolios, publications that describe research on institutional performance.</p>	
	<p>2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting, and developing personnel, and assessing institutional effectiveness.</p>	<p>(T2) Evaluation, Planning and Implementation, (T4) Organization.</p>		<p>Evidence that includes written information about institutional planning processes, minutes of meetings, records of participation in institutional evaluation and planning sessions.</p>	

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Standard	Subsections	Themes	Questions	Evidence	Notes
	<p>a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.</p>	<p>(T2) Evaluation, Planning and Implementation, (T4) Organization.</p>		<p>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.</p>	
	<p>b. The president guides institutional improvement of the teaching and learning environment by the following:</p> <ul style="list-style-type: none"> •establishing a collegial process that sets values, goals, and priorities; •ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; •ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and •establishing procedures to evaluate overall institutional planning and implementation efforts 	<p>(T1) Institutional Commitments, (T2) Evaluation, Planning and Implementation, (T4) Organization, (T5) Dialogue.</p>	<p>What does the president do to communicate institutional values, goals, and direction? How familiar is the president with data and analyses of institutional performance? How does the president communicate the importance of a culture of evidence and a focus on student learning? Where does the research office report in the institution – does it have easy access to the President's office? What mechanisms has the president put in place to link institutional research, particularly research on student learning, institutional planning processes, resource allocation processes?</p>		
	<p>c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.</p>	<p>(T1) Institutional Commitments.</p>			
	<p>d. The president effectively controls budget and expenditures.</p>	<p>(T4) Organization.</p>			
	<p>e. The president works and communicates effectively with the communities served by the institution.</p>	<p>(T5) Dialogue.</p>		<p>Evidence that includes the results of surveys, other evaluations of the president's activities directed toward the communities served by the institutions.</p>	