STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

I.A.1. The College meets the standard.

I.A.2. The College meets the standard.

AIP: While the College meets the standard, it should continue to ensure that the Mission Statement remains a visible part of campus communications.

I.A.3. The College meets the standard.

AIP: The Planning Council should revisit the Mission Review process and timeline adopted in 2005 and update it to ensure that the process and timeline are institutionalized in the work cycle of the Council and its Strategic Planning subcommittee.

I.A.4 The College meets the standard.

AIP: The College should ensure that the Mission remains the focus for planning and decision-making, and that the link to the College Mission is made explicit in institutional planning documents and program reviews.

The Planning Council should

- Review the Mission Review Process and update it to reflect current procedures for updating the Strategic Plan, and to ensure that it includes all recognized campus governance bodies.
- Communicate clear policies and procedures regarding the Mission review and revision to all stakeholders.
- Monitor full implementation of the policies and procedures to ensure that the Mission is current and integrally linked to institutional planning and decision-making, and that it clearly reflects institutional learning outcomes that are linked to program learning outcomes and other measures of student success.

I.B.1. The College meets the standard.

AIP: While the College meets the Standard, it should continue to reaffirm its commitment to robust communication and dialogue about all aspects of college life. Specifically:
• The Planning Council must work to ensure transparency in discussions regarding major campus initiatives, including review of the Strategic Plan and budget cycles, so that all members of the campus community are informed about and have an opportunity to participate in those discussions. The Planning Council has developed and should continue to implement an assessment of the extent to which a comprehensive understanding of the new cycle of research, planning, implementation, and assessment has become part of the Institutional culture.

• The College must ensure that dialogue about other matters of interest and concern to the campus is as broad-based as possible, encouraging active participation and timely opportunities for feedback. This may involve more department- and division-level projects that would improve participation in and feedback on College-wide projects.

• The College should continue to make an effort to include lecturers, part-time faculty, and staff in more dialogue and decision-making, and ensure that they are included in channels of communication. Through the FSEC, a lecturer has been assigned to broadcast messages and minutes to the lecturer community at HCC. The lecturers are beginning to feel that they are part of the process.

• The FSEC and other bodies involved in campus governance should review committee structure to enhance cross-committee communication while avoiding counterproductive redundancy. This should also ensure that opportunities for participation in campus governance and decision-making are open to as many interested faculty and staff as possible.

I.B.2 The College meets the standard.

AIP: While the College meets this Standard, it should continue to work to ensure, through continuing dialogue, that all participants understand the process and the integrated nature of its essential components—Program Review, Budget, Planning and Assessment.

I.B.3 The College meets the standard.

AIP: While the College meets this Standard, it should continue to monitor the process of planning and budgeting it has instituted, assessing the efficacy of the process itself, and ensuring that program-level impact is also assessed for improvements in student learning.

I.B.4: The College meets the standard.

I.B.5. The College meets the standard.

AIP: While the College meets this standard, it should continue to work to ensure that assessment is a required component of any plan, and that the results of such activity, however conducted, be communicated to the College community.
The College should consider conducting a current audit of its modes of communication and marketing, and their relationship to such goals as enhancing recruitment and retention.

I.B.6. The College meets the standard.

AIP: While the College meets this Standard, it should refine and continue to administer the survey for systematically assessing the planning and resource allocation process model as a whole. Specifically, items should address 1) the degree to which the strategic plan is reflected in the implementation plan; 2) the degree to which the implementation plan affects the allocation of resources; 3) the effect of available resources on attainment of student success (as assessed through program review); and 4) the degree to which assessment results affect the strategic planning process. A robust assessment of the process now in place will allow the PC to more accurately gauge its effectiveness. The PC is currently in the process of designing such an instrument.

I.B.7 The College meets the standard.

AIP: While the College meets the Standard, it should continue to ensure that effective means of assessment remain an essential component of all programs and processes, and that all methods of assessment provide the information necessary to ensure that the College is able to continue to meet its Mission.

STANDARD IIA: INSTRUCTIONAL PROGRAMS

II.A.1. The College meets the standard.

II.A.1.a. The College meets the standard.

II.A.1.b. The College meets the standard.

II.A.1.c The College meets the standard.

II.A.2. The College meets the standard.

II.A.2.a. The College meets the standard.

II.A.2.b. The College meets the standard.

II.A.2.c. The College meets the standard.

II.A.2.d. The College meets the standard.
II.A.2.e. The College meets the standard.

II.A.2.f. The College meets the standard.

II.A.2.g. The College meets the standard.

II.A.2.h. The College meets the standard.

II.A.2.i. The College meets the standard.

II.A.3. The College meets the standard.

AIP: No action is required for the Liberal Arts Program.
The CTE programs must continue to review, revise, and update their General Education component.

II.A.3.a. The College meets the standard.

AIP: No action is required is required for the Liberal Arts program.
The CTE programs should complete the mapping of SLOs to hallmarks and make program modifications as needed to ensure that the General Education requirements are met.

II.A.3.b. The College meets the standard.

AIP: No action is required for the Liberal Arts program.
The CTE programs will continue to review, revise, and update their General Education component. CTE programs should complete the mapping of SLOs to hallmarks and make program modifications as needed to ensure that the General Education requirements are met.

II.A.3.c. The College meets the standard.

AIP: No action is required for the Liberal Arts program.
The CTE programs should continue to review, revise and update their General Education component. The skills described in this Standard are interdisciplinary and not limited to specific courses. However, whether or not all requirements are met may depend on courses selected, and mapping should be completed to determine the full extent to which a given CTE program provides a comprehensive grounding in General Education. SLOs and accompanying assessment measures for CTE courses continue to be updated in 2012 via the DCC and CPC review and approval process to ensure more rigorous compliance with this Standard.

II.A.4. The College meets the standard.
II.A.5 The College meets the standard.

AIP: CTE program personnel will develop assessment plans and methods that will better measure the quality and success of their programs. These assessment results will be good indicators of licensure success.

II.A.6. The College meets the standard.

II.A.6.a. The College meets the standard.

II.A.6.b. The College meets the standard.

II.A.6.c. The College meets the standard.

II.A.7/7.a The College meets the standard.

II.A.7.b. The College meets the standard.

II.A.7.c. The College meets the standard.

II.A.8. Not applicable.

STANDARD IIB: STUDENT SUPPORT SERVICES

II.B.1. The College meets the standard.

AIP: No action is required; however, it is suggested that the College continue to create solutions and/or means of service delivery for DE students who are unable to meet in-person obligations as outlined by UH System policies. Further, it is suggested that there be coordinated efforts in tutoring services provided by different Units within the College by requiring all departments to provide training to certify their tutors to the same standard. It is also suggested that these areas coordinate scheduled meetings to ensure consistency in the services they offer.

II.B.2. The College meets the standard.

AIP: No action is required; however, it is recommended that the College continue to ensure that information pertinent to courses, certificates and degrees is correct and up-to-date. Efforts will continue to ensure that information such as course pre-requisites are consistent across various sites (e.g., Curriculum Action Forms, Catalog, Banner, Websites) so that the registration process is seamless for students. A task force has been convened to review information sources and processes, and identify means to improve consistency.

II.B.3/3.a. The College meets the standard.
II.B.3.b. The College meets the standard.

II.B.3.c. The College meets the standard.

AIP: In order to continue to effectively provide services to students, it is recommended that the College hire an Outreach Coordinator to coordinate and support the campus's recruitment initiatives as identified by the campus' five year strategic plan. The Outreach Coordinator would be responsible for coordinating local high school visits, college fairs, campus tours, and other recruitment activities. Academic counselors would continue to assist in recruitment efforts but will be able to focus on retention efforts.

It is also recommended that the College hire a Counseling Coordinator to design, maintain, and evaluate counseling and/or academic programs that support student development and success. The Counseling Coordinator will also oversee and coordinate counseling-related grant development and management activities to ensure grant compliance and quality assurance as directed, and develop and manage special student projects or initiatives.

II.B.3.d. The College meets the standard.

II.B.3.e. The College meets the standard.

II.B.3.f. The College meets the standard.

II.B.4. The College meets the standard.

STANDARD IIC: LIBRARY AND LEARNING SUPPORT SERVICES

II.C.1/1.a. The College meets the standard.

II.C.1.b. The College meets the standard.

II.C.1.c. The College meets the standard.

AIP: The Library should continue to replace some of its older furniture (couches and ergonomic computer chairs). The CSC should hire a full time APT position for the Testing Center. The increase in hours and accessibility to test takers would benefit from additional personnel. EMC (the newly formed EdTech Group) needs a more strategic standardized plan in developing a DE support website that serves both students and faculty with technology issues. Funding for software, equipment, and/or additional personnel to take on this task may be required.

II.C.1.d. The College meets the standard.
AIP: Electrical upgrades are needed for all offices and production areas of the EMC. Network upgrades are needed for better access to web and media servers.

II.C.1.e. The College meets the standard.

II.C.2. The College meets the standard.

AIP: The Library should expand or adapt its current SLOs to better address its assessment efforts and results. The EdTEch Group, working with the ITC and Design Center, must ensure that all previous production services and capabilities are successfully transferred along with the personnel responsible. The EdTech Group must develop a new mission statement and institutional function list.

STANDARD IIIA: HUMAN RESOURCES

III.A.1. The College meets the standard.

AIP: The College should continue to educate the campus about the importance of Program Review in the budgetary process to ensure that it is systematic and transparent. The Planning Council should ensure that the timeline for budget and planning is adhered to, and that the information regarding the budget flowchart and timeline is communicated to the campus at the beginning of the budgetary process.

III.A.1.a. The College meets the standard.

AIP: The Office of Human Resources should ensure that there is a clear, transparent, and consistent hiring process regardless of which position is being filled.

III.A.1.b. The College meets the standard.

AIP: OHR should continue to develop new strategies to improve the Civil Service PAS response rate from the supervisors of civil service and APT employees.

III.A.1.c. The College meets the standard.

AIP: The College should ensure that every division and or department across campus posts its 5 year program review on the intranet.

III.A.1.d. The College meets the standard.

AIP: OHR should develop and systematize procedures for ensuring the dissemination and awareness of the "Statement on Professional Ethics" for faculty and staff and the Hawaii
State Commission Ethics Guide for State Elected Official, State Employees and Commission Members to all employees.

III.A.2. The College meets the standard.

AIP: Although the College meets the Standard, the Human Resources committee suggests it would significantly improve the morale of faculty, staff and administrators if the following actions were implemented:
The College should develop and implement a review process to ensure equitable treatment as it relates to professional responsibilities and workload for all personnel.
The College should continue to develop a more transparent assessment system to determine whether the College's staffing level is adequate and effective, and use the results to make improvements.
The College should create a more transparent policy and disseminate the information campus-wide regarding the filling of new and vacant positions utilizing the Program Review Process.
The College should continue to plan and implement systematic and ongoing leadership training to assist in the retention of administrators.
The College should ensure that the code of ethics statement, which governs Staff, Faculty, and E/Ms, is clear and posted on the intranet.
The College should develop a strategy for supervisors of staff employees to encourage and promote staff participation in campus governance committees.

III.A.3/3.a. The College meets the standard.

III.A.3.b. The College meets the standard.

AIP: VCAS needs to assess the overall communication concerns regarding HR and the campus. From there an Action Plan should be created to ensure that communication challenges thus identified are resolved.

III.A.4. The College meets the standard.

III.A.4.a. The College meets the standard.

AIP: SDC should continue to work towards aligning their committee under the governance of the SSEC, similar to the relationship between FDC and the FSEC.
SDC should be given an annual allocation to help fund staff professional development activities, similar to the support provided the FDC.
The College and the SSEC/SDC should work together to ensure that there is effective management and assessment of staff development and training, with equitable access to both in-house and extramural opportunities.

III.A.4.b. The College meets the standard.

III.A.4.c. The College meets the standard.
AIP: The College should continue to identify in a timely manner the issues affecting campus employee morale and other challenges, and make the appropriate resources available to help employees deal with these issues. The College should continue to provide adequate training and/or workshops in managing and handling disruptive students. Training should include what employees’ legal and professional obligations are in managing and handling incidents of disruption and/or violations of the Student Code of Conduct.

The HCC Crisis Management Team should develop a transparent systematic flow chart, to be shared with the campus at large, including steps and timelines for handling formal reported incidents. The process should be inclusive, including procedures for notifying all those that are and/or could be involved (i.e., administration, division chairs, faculty, staff, and students.)

The Office of Human Resources (OHR) should refine, update and make transparent its new employee orientation program, and ensure that the following areas are covered: medical benefits, investment benefits, general employment, grievance policy, union information, sexual harassment and non-work place violence, employee and or faculty code of ethics, setting up user names and email, internet responsibilities, tuition waivers, faculty workload issues, sabbaticals, parking regulations, payment schedule and distribution methods, holiday schedules, probationary periods associated with position held, performance evaluation process and procedures, incident report process and procedures, EEO/AA and disability compliance rules and regulations, and other employment benefits and regulations such as FMLA, TDI, Workers Compensation, and familiarity with various online personnel forms and policies and procedures found on the HCC intranet.

III.A.5/5.a. The College meets the standard.

FDC and SDC should continue to collect and evaluate various sponsored events.

SDC should develop a systematic way of identifying the professional development needs of staff employees.

III.A.5.b. The College meets the standard.

The SDC should institute a systematic way to develop an evaluation program and use the results as a basis for improvement.

III.A.6. The College meets the standard.

AIP: The College should explore systematic ways to include the Personnel Officer in planning activities.
The College should create a written policy and the appropriate transparent procedures for the shifting of positions between departments.
III.B. The College meets the standard.

AIP: The Vice Chancellor of Administrative Services should ensure that results from the 2011 Physical Resources Surveys, especially the specific comments, are evaluated and used to improve the quality and adequacy of facilities and equipment. The College should continue to seek feedback from student, staff, and faculty regarding its physical resources, especially those that receive Poor and Fair ratings, including quality of the elevators, cleanliness of restrooms, adequacy of classroom furnishings, and environmental sustainability. Feedback information should be used as a basis for future improvements.
The College should continue to communicate its efforts on physical resources improvements and environmental sustainability to the students, staff, and faculty.

III.B.1 The College meets the standard.

AIP: Although the College meets this Standard, there are several things that should be done to ensure continued compliance.

- As recommended in the 2006 Self-Study, the College should establish a Health and Safety Office with at least one full-time Health and Safety Officer. Currently, the College is relying on a faculty member whose responsibilities include instructional and safety duties. Given the current size of the College and the types of hazards associated with the CTE programs’ activities, a full-time Safety Officer is needed to effectively manage the College’s accident prevention program.

- As recommended in the 2006 Self-Study, the College should grant assigned time or reduction of workload for the Programs’ Safety Liaisons. This will allow the Safety Liaisons to perform their safety duties as prescribed in the College’s Health and Safety Program, which include coordinating all health and safety activities in their programs, keeping direct and regular communication with the Health and Safety Coordinator and the Health and Safety Committee on health and safety issues; attending the meetings of the Health and Safety Committee; acting as liaison persons between faculty and staff in their program and the Health and Safety Coordinator/Health and Safety Committee; assisting faculty and staff in their programs in enforcing the health and safety rules; assisting faculty and staff in investigating and keeping records of all near-misses, accidents, injuries, and illnesses that happen in their programs; and assisting faculty and staff in corrections of hazardous conditions and behaviors.

- The Administration must ensure that the College’s emergency management system is being implemented at the main campus and at the satellite facilities. Implementations must include regularly scheduled communication and training for students and employees; evaluations of emergency communication systems’ effectiveness; table top exercises and drills for the Emergency Management Team; assessment of strengths and weaknesses of past response activities (debriefing); and other activities that will improve the College’s ability to respond to and recover from an emergency.
Results from the exercises and activity assessments should be used to improve the College’s ability to prevent and respond to emergencies.

- The College must continue to earnestly explore acquiring suitable off-campus sites for Apprenticeship training.
- The College should assess distance education through program review, and should develop a budget specifically for distance education, with ongoing funding for cable course production.
- Distance Education should encourage the development of a University-System budget to assure that each Testing Center has a printer, document scanner, photocopier, and facsimile machine, and a sufficient budget for materials.

III.B.1.a The College meets the standard.

AIP: Although the College meets this standard, it should do the following to ensure continued compliance: In addition to upgrading structures, the College should continue to improve classrooms by installing electronic and multimedia learning devices in classrooms where they are lacking.

III.B.1.b. The College meets the standard.

AIP: Although the College meets this standard, there are several things that should be done to ensure continued compliance. The College should ensure that emergency procedures are posted at all satellite campuses. The College should schedule emergency response and evacuation drills at its satellite facilities. Results should be used to improve emergency planning efforts. The College should require faculty and staff at the off-site facilities to conduct regular safety inspections. The inspections should be documented and items needing improvements should be submitted to the Administration.

III.B.2. The College meets the standard.

III.B.2.a. The College meets the standard.

III.B.2.b. The College meets the standard.

STANDARD IIIC: TECHNOLOGY RESOURCES

III.C III.C.1. The College meets the standard.

AIP: The College must complete the organizational restructuring of technology management for the campus. The formal approval of the Campus Reorganization, which will complete this agenda item, is expected to be obtained during spring or summer 2012.
The College must continue to implement the goals provided in the IT Strategic Plan 2010-2015. The consolidation of information technology support into one organizational unit has already been informally completed and is expected to be formally approved as part of the Campus Reorganization during spring semester. However, the IT Strategic Plan also delineates other goals including Student Success, Collaborative Decision-Making, Effective Resource Management, Assessment and Evaluation, Environmental Responsibility, Commitment to Innovation, Current Technology, and Diversity and Collaboration for the 2010-2015 time frame. These goals go beyond the scope of consolidating information technology support into one organizational unit. The ITC should report on the achievement of these goals as part of an ITC Annual Report or Program Review.

As part of implementing the IT Strategic Plan, ITC and the College must issue the College's IT Procurement policy describing the policy and process for procuring and replacing IT equipment.

The Technology Advisory Committee must review and update its charter to ensure that it is able to provide the necessary dialog between faculty, staff and the College's Technology Support organization. It should be noted that the IT Strategic Plan includes a goal to establish a Technology Governance Group to help provide oversight or feedback to campus technology practice. Inasmuch as the Campus already has a formally established governance body for this purpose, the charter for the TAC needs to reflect its proper, intended role as a governance body for technology.

In accordance with the existing IT Strategic goals pertaining to implementing new technologies to improve and streamline classroom support, the College should implement virtualized classroom support, enabling faculty and students to benefit from 24 hour, 7 days per week access to course-related materials.

III.C.1.a. The College meets the standard.

AIP: ITC must complete a new survey to establish a complete inventory of technology labs on campus and determine the purpose of these labs, what type of equipment they provide, where they are located, and how they are currently supported and maintained. Upon completion of the survey of campus labs, ITC should assess the adequacy of support for the labs identified, and recommend and implement corrective actions as needed. The results of this assessment and recommended corrective actions should be provided to the Campus as a report, ostensibly on the ITC web site, as part of ITC communication.

III.C.1.b. The College meets the standard.

The ITC Computer Lab will implement user satisfaction surveys as a means of documenting the degree to which technology training meets the needs and expectations of users. This will provide evidence of the effectiveness of the training being provided to students, faculty and staff.
The SDC must continue its efforts to establish a meaningful and effective process for staff to obtain relevant professional development training. The College HR staff must participate and provide required support for professional development training through the SDC.

The new Design Center must work with College committees to ensure that the Intranet sites for each committee are updated in a timely manner. Currently, the Intranet sites for several committees include out-of-date information, or do not include up-to-date information such as current committee assignments and current minutes.

III.C.1.c. The College partially meets the standard.

AIP: The College must fully implement the ITC Service Catalog as described and Strategic Objectives to ensure timely delivery of services. In accordance with the existing IT Strategic Plan goals pertaining to implementing new technologies to improve and streamline classroom support, the College should implement virtualized classroom support, enabling faculty and students to benefit from 24 hour, 7 days a week access to course-related materials.

III.C.1.d. The College partially meets the standard.

AIP: The College must fully implement the ITC Service Catalog and Strategic Objectives to ensure timely delivery of services. ITC must complete implementation of new IT purchasing policy in line with the goals listed above to achieve improved technology utilization and effectiveness for all disciplines, programs and departments. In accordance with the existing IT Strategic Plan goals pertaining to implementing new technologies to improve and streamline classroom support, the College should implement virtualized classroom support, enabling faculty and students to benefit from 24 hour, 2 days per week access to course-related materials. Implementation of the IT hardware virtualization plan as part of the ITC reorganization will open technology resources to all campus faculty as workable option. This will also encourage the development of completely new programs to utilize IT technology to achieve campus educational goals. The active collaboration of departments and programs with a centralized ITC organization allow both assessment and continuous data driven analysis of the effectiveness of these tools.

III.C.2. The College partially meets the standard.

AIP: All support units should perform annual reviews and provide annual reports that include Action Plans and discussion of areas or plans for improvement, including technology needs when appropriate.
Annual program review reports for instructional units should report on success in obtaining funding for procurement items identified on the previous year's review report, so it is possible to clearly identify which needs have been fulfilled and which have not. The HCC Intranet web site, as a minimum, should provide a single location that provides links to ALL program review reports, including the reports posted on the Intranet, the reports posted on the UHCC System ARPD web site, and reports for any units that might also post their reports at separate locations. Access to these reports is currently fragmented and not particularly helpful.

The ITC should provide a comprehensive annual report on the status of Information Technology support at the College, including technology upgrades and improvements accomplished as well as continuing plans for technology upgrades and improvements. These reports should include a status report on the identification and fulfillment of technology needs of instructional programs and academic support units, if appropriate.

The budget request form should include an indication of the originating program's priority ranking (high, medium or low or a relative ranking number) for each request, as a means of ensuring that the governing bodies know how the programs internally rank their own requests.

Budget requests should be initiated by the originating program or organizational unit, so that each program is able to indicate its own priority (high, medium, low or a relative ranking number) for each request. Once the program has initiated the budget request, the divisional dean may assist in completing any additional information that might be needed, such as identification of other programs affected.

The review process for budget requests needs to provide sufficient information to governance bodies, such as the FSEC, SSEC, Kupa Ku Wai (KKW), ASUH, and the Planning Council, so they are able to understand and evaluate the requests being reviewed and ranked for distribution of funds. The information that should be available to the governing bodies include the program or unit annual program review and the budget request forms, including the originator's own ranking for the priority of the item. Governing bodies should NOT rank budget requests for which they have not received sufficient information for the purposes of ranking. They should indicate the item was not ranked because insufficient supporting information was provided.

Administration should provide annual reports detailing actual distribution of funds in response to the annual program review and budget review process, so it's easy to determine which budget requests were funded and which were not. Administration should assess the effectiveness of the budget process in meeting the needs of programs through the use of surveys to determine the degree to which programs and organizational units are satisfied that they were able to obtain funding for their most important requests through the annual budget process. As an additional measure of effectiveness, administration could audit and report on the outcomes of the budget process with regard to reporting the percentage of items that were funded according to organizational unit.

ITC and responsible programs should develop a comprehensive inventory of technology resources. Such an inventory might be initiated by using a survey of programs and organizational units to identify where the resources are located.

ITC should assess the usage of technology resources to determine how frequently such resources are being used. This might be included as part of an initial survey, as suggested
above, to identify the resources and their location. Another option might be to perform usage assessment surveys incrementally based by location and the expected users based on the location of the resources.

STANDARD IID: FINANCIAL RESOURCES

III.D/D.1/D.1.a. The College meets the standard.

AIP: The Chancellor and Vice-Chancellors of the College must strictly enforce the planning and budget guidelines that have been established.

III.D.1.b. The College meets the standard.

III.D.1.c. The College meets the standard.

III.D.1.d The College meets the standard.

AIP: The College should continue to improve communication with the campus community regarding the budget and financial planning process.

III.D.2/2.a. The College meets the standard.

III.D.2.b. The College meets the standard.

AIP: In the past two years, the College has reexamined and adopted new guidelines and timelines for the strategic planning process. These documents should be communicated regularly to the College constituency. In addition, the timeline for the process should be followed.

III.D.2.c. The College meets the standard.

III.D.2.d. The College meets the standard.

III.D.2.e. The College meets the standard.

III.D.2.f. The College meets the standard.

III.D. 2.g. The College meets the standard.

AIP: The College must continue to improve the newly adopted operational budgeting model and ensure timely implementation during the academic school year.

III.D.3. The College meets the standard.
AIP: The Planning Council has undertaken many actions to improve the planning process, in response to campus concerns and input. The Planning Council will continue to actively seek input from the campus in its efforts to revise and refine the annual implementation planning process including surveying the campus community and targeted town meeting sessions. Town Hall meetings are also valuable in imparting information to the campus, helping inform those attending and sharing what was presented to the rest of the College community through posted information from these sessions.

To ensure implementation of actions necessary to achieve strategic plan objectives, an implementation framework has been created by administrators, which explicitly indicates parties, offices and/or committees responsible for achieving stated outcomes. This implementation framework directly links accountability to specific administrative positions. This will help to ensure follow-through on the strategic plan, as well as providing the basis for more transparent outcomes based assessment of administration.

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**STANDARD IV: LEADERSHIP AND GOVERNANCE**

IV.A/IV.A.1. The College meets the standard.

AIP: There should be orientation materials and established guidelines for all institutional leaders—administrators, and members of major campus committees—to ensure consistent levels of communication that inform constituents of discussions; represent necessary efforts to solicit input prior to decision-making; delineate resulting decisions; and create clear avenues for response to decisions.

IV.A.2/2.a. The College meets the standard.

AIP: The campus must address the structural and attitudinal barriers to ensuring campus-wide representation of staff on the SSEC. SSEC will work with key administrators to create and implement a plan to address this issue, where a major factor will be getting the supervisors and staff to play an integral part in making the plan work.

IV.A.2.b. The College meets the standard.

IV.A.3. The College meets the standard.

IV.A.4. The College meets the standard.

IV.A.5. The College partially meets the standard.

AIP: Governance bodies should establish systematic processes and cycles for carrying out assessment activities.
The College will carry out follow-up assessment activities to evaluate effectiveness of the new organizational structure.

IV.B/IV.B.1/1.a. The College meets the standard.

IV.B.1.b. The College meets the standard.

IV.B.1.c. The College meets the standard.

IV.b.1.d. The College meets the standard.

IV.B.1.e. The College meets the standard.

IV.B.1.f. The College meets the standard.

IV.B.1.g. The College meets the standard.

IV.B.1.h. The College meets the standard.

IV.B.1.i. The College meets the standard.

IV.B.1.j. The College meets the standard.

IV.B.2/2.a. The College meets the standard.

IV.B.2.b. The College meets the standard.

IV.b.2.c. The College meets the standard.

IV.B.2.d. The College meets the standard.

IV.B.2.e. The College meets the standard.

IV.B.3/3.a. The College meets the standard.

IV.B.3.b. The College meets the standard.

IV.B.3.c. The College meets the standard.

IV.B.3.d. The College meets the standard.

IV.B.3.e. The College meets the standard.

IV.B.3.f. The College meets the standard.

IV.B.3.g. The College meets the standard.