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| **MSCHE Accreditation Standards and Criteria** | **Evidence** |
| **Standard I: The institution’s mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution’s stated goals are clearly linked to its mission and specify how the institution fulfills its mission.** |  |
| Mission and goals are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement; | At department levels and within most divisions goals are being developed through appropriate collaborative participation. Institutionally there may be a challenge linking all who facilitate to collaborative participation.IEC Annual Reports: <http://portal.lvc.edu/institutionaleffectiveness/annualreport.aspx> *Great Colleges to Work for Survey;* Recommendation: Develop greater communication at the institutional level to foster greater collaboration and participation. |
| Mission and goals address external as well as internal contexts and constituencies; | EV2020 goals address external and internal contexts and constituents. |
| Mission and goals are approved and supported by the governing body; | Recommendation: We must define governing body and demonstrate the process. If speaking generally of institutional and trustees governing, then they are supported by the governing body; however if this is the larger governing body (faculty included), we may not be able to show this to be completely true and linked from start to completion. Board of Trustees Meeting Minutes*Forthcoming Report: Shared Governance Task Force Report* |
| Mission and goals guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes; | Goals do guide decisions, however there still seems to be a concern on priorities, goals, and EV2020 and what takes priority for facilitating this type of decision making. Recommendation: Develop greater communication regarding planning process. *Great Colleges to Work for Survey*IEC Annual Reports: <http://portal.lvc.edu/institutionaleffectiveness/annualreport.aspx>  |
| Mission and goals include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution; | Support for scholarly inquiry is addressed, especially within student learning goals. EV2020 |
| Mission and goals are publicized and widely known by the institution’s internal stakeholders; | Publicized to internal stakeholders, however it is harder to show how widely these are known externally. This is an area that may need to be addressed.  |
| Mission and goals are periodically evaluated. | Evaluated yearly by departments, divisions and then reviewed through a process with IEC.<http://www.lvc.edu/about/institutional-effectiveness/institutional-effectiveness-plan/> |
| Institutional goals are realistic, appropriate to higher education, and consistent with mission. | EV2020 goals were modified to be more realistic and divisional goals are evaluated on a yearly basis. |
| Goals focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.  | Student Learning goals have a timely and well-established process for ensuring connectivity and consistent improvement.Common Learning Experience: <http://www.lvc.edu/academics/common-learning-experiences/>  |
| Mission and goals are periodically assessed to ensure they are relevant and achievable.  | IEC as well as divisions and academic departments have routine and timely measures in place to review mission and goals. |
| **Standard II: Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.** | Mostly we are good here, other than the climate issues. |
| Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights. | *Faculty Policies Manual: 3.1, 3.2,3.3,5.4**Student Handbook—*policies related to public & free expression; Student Satisfaction Survey (By the time we write the next self-study, we should have 3 iterations and be able to note trends); HERI Faculty Survey?*Policy and Guidelines on Public Expression Activities* (2016-2017 Student Handbook, p. 72 (<https://lvc-www.s3.amazonaws.com/files/resources/lvchandbook_1617.pdf>)Intellectual property rights: <http://portal.lvc.edu/mylvc/documents/policies/ipr_policy.pdf> |
| A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.  | *Climate Survey, Sexual Assault Survey, Great Colleges to Work Fo*r survey, *HERI Faculty Survey*, Faculty & staff focus groups (2016 – 2017), budget priority surveys (2016 – 2017); *Student Satisfaction Survey* (By the time we write the next self-study, we should have 3 iterations and be able to note trends). Recommendations:1. The college develops a clear and measureable action plan to address the concerns raised in the many surveys administered2. Surveys should be administered prior to the self-study to note improvements based on action plan and to update the data. *Campus Climate Survey* (administered 2014) <http://portal.lvc.edu/inclusive-excellence/climatesurveyresults.aspx>*HEDS Sexual Assault Survey Report* – Spring 2014 (see IR Director)*LVC Board Policy Manual*, Board of Trustees, Non-Discrimination Statement, p. 8 (<https://portal.lvc.edu/mylvc/documents/policies/board-policy-manual-020816.pdf>)This is the one that seems most troublesome in Standard II. Most of it is observation, but I’m guessing that it can also be seen in the *Great Places to Work Survey*. |
| A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution’s policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.  | For faculty—*Faculty Policies Manual 3.7, 5.11.5 & 5.11.6* (VPAA/Dean and director of HR serve as repositories)For students-- <http://www.lvc.edu/offices-directories/academic-affairs/student-complaints/>, C*ollege Catalog,* and *Student Handbook* *(*[*http://www.lvc.edu/life-at-lvc/student-handbook/*](http://www.lvc.edu/life-at-lvc/student-handbook/) *)*For staff—For Title IX— <http://www.lvc.edu/offices-directories/human-resources/title-ix/> (ADAA serves as repository for student complaints related to academic matters; ADSA for student life and Title IX; director of HR for Title IX)*Policy on Nondiscrimination and Equal Employment* (2016-2017 Student Handbook, p. 60 ([https://lvc-www.s3.amazonaws.com/files/resources/lvchandbook\_1617.pdf\](https://lvc-www.s3.amazonaws.com/files/resources/lvchandbook_1617.pdf%5C))*Policy Prohibiting Employee and Student Gender Discrimination, Sexual Misconduct, Sexual Harassment, Sexual Assault, Stalking, Dating Violence and Sexually Inappropriate Behavior* – Human Resources Website - <https://lvc-www.s3.amazonaws.com/files/resources/title-ix-policy.pdf>  |
| The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents. | *Faculty Policies Manual--*Conflict of Interest/Conflict of Commitment policy (revised March 2017)Where is conflict of interest policy for staff/administrators? (same policy, but where is it listed?) *LVC Board Policy Manual*, Board of Trustees -- Duties and Responsibilities of Individual Trustees, Avoidance of Conflict, p. 13 (<https://portal.lvc.edu/mylvc/documents/policies/board-policy-manual-020816.pdf>) ….form was not attached to this policy. |
| Fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees. | *Faculty Policies Manual—*Section 4*Administrators Handbook* <https://portal.lvc.edu/humanresources/handbooks/adminhandbook.aspx> *Staff Handbook*<https://portal.lvc.edu/humanresources/handbooks/staffhandbook.asp>Hiring: <http://www.lvc.edu/offices-directories/human-resources/employment/> |
| Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications; | <http://portal.lvc.edu/it-services/policies/web-policies.aspx> |
| As appropriate to its mission, services or programs in place: a. to promote affordability and accessibility; b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt; | <http://www.lvc.edu/about/consumer-information/>LVC Student Lending Code of Conduct (<http://www.lvc.edu/admission/tuition-financial-aid/eligibility-requirements/student-lending-code-of-conduct/>)b. Financial aid sources and options: <http://www.lvc.edu/admission/tuition-financial-aid/types-of-financial-aid/> Valued received: <https://portal.lvc.edu/mylvc/documents/resources/whylvcfactsheet_15.pdf>Making informed decisions about incurring debt: <http://www.lvc.edu/admission/tuition-financial-aid/financial-aid-resources/> (directs students to NSLDS website)<http://www.lvc.edu/admission/tuition-financial-aid/types-of-financial-aid/federal-student-loans/> (Stafford and Perkins loans)<http://www.lvc.edu/admission/tuition-financial-aid/types-of-financial-aid/student-alternative-loans/> (Student alternative loans) |
| Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding: a. the full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates; b. the institution’s compliance with the Commission’s Requirements of Affiliation; Criteria 6 Standard II c. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion; d. the institution’s compliance with the Commission’s policies.  | <http://www.lvc.edu/about/consumer-information/> ;<http://www.lvc.edu/about/institutional-research/survey-summaries/> ;<http://www.lvc.edu/academics/programs-of-study/physical-therapy/employment-outlook-outcomes/> ;<http://s3.amazonaws.com/lvc-www/files/resources/titleii-report-14-15.pdf> ;MSCHE documents and letters from the commission to the college President;Institutional Report Template, Verification of Compliance with Accreditation-Relevant Federal RegulationsFull disclosure of information on institution-wide assessments: How else can we promote and share results? They seem to have been removed from departmental websites and IE website. <http://www.lvc.edu/about/consumer-information/>Not sure about our compliance.a: <http://www.lvc.edu/about/institutional-research/> |
| Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.  | ADAA does a trend analysis of student complaints, grievances, and academic petitions and uses patterns to inform policy creation or revision (e.g. retroactive withdrawals, P/F option for first-year students); Student Satisfaction Survey (By the time we write the next self-study, we should have 3 iterations and be able to note trends); Policies related to hiring, conduct, Title IX are periodically reviewed by college counsel; Registrar conducts daily checks of data integrityOther assessments?SA Strategic Dashboard Document used for trend analysis regarding student policy violations -- <https://lvc.tracdat.com/tracdat/faces/common/documents/documentsRepository.xhtml>LVC Title IX Database used for trend analysisLVC Student Handbook policies/procedures reviewed annually by College counsel.Have been doing periodic surveys, like *Great Places to Work Survey*.Need to keep doing this, even if results are not what we may want. |
| **Standard III: An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.** |  |
| Certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning.; | <http://www.lvc.edu/academics/programs-of-study/> ; <http://www.lvc.edu/admission/how-to-apply/graduate-students/> ;<http://www.lvc.edu/academics/common-learning-experiences/> ; *College Catalog* (Undergraduate Academic Programs, Graduate Academic Programs); curriculum maps for all academic programs (TracDat); 4-year plans; capstone courses/experiences; immersive experiences.GPS seems in perpetual limbo. I guess it is to our credit that we haven’t set a very low bar for new programs, and also that control over the academic program remains with the full faculty. |
| Student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution’s mission, goals, and policies; b. qualified for the positions they hold and the work they do; c. sufficient in number; d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation; e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures. | a & b. *Faculty Policies Manual,* Section 4; “Faculty Scholarship and Collaborations” blogs; Faculty profiles in *Fact Book;* faculty CVs; *Student Satisfaction Survey*; course evaluations; job descriptions for administrative staff responsible for student learning; performance appraisals/criteria related to effective assessment practices. We may wish to consider a system where we require staff to update their credentials/CVs every 3 to 5 years; faculty are asked to do this in 5-year program reviews.c. benchmarking data (<http://www.lvc.edu/about/institutional-research/peer-comparison-report/> ); *Fact Book;* ratio of full-time to adjuncts; student-faculty ratio; specialized accreditation requirements regarding number of faculty.d. Financial resources allocated to faculty development & travel/department-level; President’s Innovation Grants, Faculty Research Grants, Faculty Development Grants, Arnold Grants, IFDS grants, ILL grants (track numbers and $ amount over five-year period) If we have a way to bring these back to the website, we could provide links. i.e. Arnold Grants used to provide a list of who received the grants and what the projects were. No longer available, but that would be good evidence to support what we are claiming. Additional evidence includes # of sabbaticals over a 5 to 10 year period; CETL offerings, numbers in attendance, and satisfaction ratings; in-house professional development opportunities (webinars, faculty development day); professional development opportunities for administrative staff tracked in Bamboo; faculty publications, performances and exhibitions. e. *Faculty Policies Manual,* Sections 4 & 6; <https://portal.lvc.edu/humanresources/handbooks/adminhandbook.aspx> *Staff Handbook*<https://portal.lvc.edu/humanresources/handbooks/staffhandbook.aspx> ;employee performance appraisals; departmental and divisional program reviews. All academic programs and departments and administrative units produce annual academic reports, which are reviewed by the assessment subcommittee of the Committee for Curriculum and Assessment (CCA). The subcommittee regularly meets face-to-face with academic programs and administrative units to discuss assessment results and future assessment plans. |
| Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion. | *College Catalog* (Undergraduate Academic Programs, Graduate Academic Programs); http://www.lvc.edu/academics/programs-of-study/. The pages for the academic departments link to “Mission, Goals and Objectives,” but when you click on, most of what appears are goals and objectives (no mission), and some of these are outdatedYes. Is the new webpage compliant here? |
| Sufficient learning opportunities and resources to support both the institution’s programs of study and students’ academic progress. | Curriculum maps for academic programs (TracDat); Colloquium, art gallery, and other co-curricular experiences that directly align with curriculum; benchmarking data (<http://www.lvc.edu/about/institutional-research/peer-comparison-report/>);% of institutional budget dedicated to academic programs and student support services; 5-year program reviews, specialized accreditation reports, external team reports.Peer tutoring and writing center. *Constellation LVC Common Learning Experience* program introduces all students to resources early in LVC career through 1-credit course. |
| At institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field.  | <http://www.lvc.edu/academics/common-learning-experiences/>; *College Catalog, “Constellation LVC Common Learning Experience”*; departmental and administrative units goals linked to 3 major learning goals (TracDat “Objective Relationships” report); *Graduating Senior Survey*; alumni surveys; course evaluations; internship and student teaching evals related to general education learning goals; NSSE; IDI (administered 2016 – 2017), GPI, and direct assessments of student learning in IC and IC-LAC courses (Trac Dat, IE website); Global Education assessments of student learning |
| At institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives; | <http://www.lvc.edu/academics/common-learning-experiences/>; *College Catalog, “Constellation LVC Common Learning Experience*”; departmental and administrative units goals linked to 3 major learning goals (TracDat “Objective Relationships” report); *Graduating Senior Survey*; alumni surveys; course evaluations; internship and student teaching evals related to general education learning goals; NSSE; *HEDS Research Survey* results; library assessments on information literacy; FYE assessments (direct & indirect); other direct assessments in formative, connective, immersive, and integrative courses (will be completed 2017 – 2018 and after).  |
| In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.  | Clinicals and practicums; capstone courses or experiences; thesis or culminating projects; annual assessment reports and program reviews from graduate programs. This is an area of weakness. Two new graduate programs have (obviously) not yet submitted assessment reports, but the accompanying UG programs (Exercise Science & CSD) MUST be included in the 2017 – 2018 reviews. DPT has been inconsistent in its assessments, and the part-time programs in MME and MSE (especially MSE) have not done quality assessments. Recommendations: * Student learning will be reported to the full leadership in the IEC Annual Report.
* Student learning assessment should inform PRAC process.
 |
| Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers.  | This will need to be addressed once we begin utilizing an OPM. Full overview of academic program by full-time faculty on the CCA. |
| Periodic assessment of the effectiveness of programs providing student learning opportunities. | <http://www.lvc.edu/about/institutional-effectiveness/institutional-effectiveness-plan/> The CCA regularly solicits feedback from stakeholders about the experiences in assessment. This “assessment of assessment” has led to the use face-to-face meetings to allow for valuable discussions about assessment processes and results, which assessment has shown to be superior to written feedback. |
| **Standard IV: Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.** |  |
| Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds. | FA Eligibility Requirements: <http://www.lvc.edu/admission/tuition-financial-aid/eligibility-requirements/>Stud Lending Code of Conduct: <http://www.lvc.edu/admission/tuition-financial-aid/eligibility-requirements/student-lending-code-of-conduct/>FA Resources: <http://www.lvc.edu/admission/tuition-financial-aid/financial-aid-resources/>Refunds & Title IV Funds: <http://www.lvc.edu/offices-directories/business-office/full-time-students/refunds/>Enrollment &Persistence Reports -(<http://www.lvc.edu/about/institutional-research/enrollment-persistence/>) FYE Retention Rates by Major by Year (updated Fall 2016) --<http://portal.lvc.edu/institutionalresearch/documents/PR_Retention.pdf>Institutional Dashboard (updated each semester)<http://portal.lvc.edu/institutionalresearch/documents/Annual_Institutional_Dashboard_fall2016.pdf>*There does not appear to be much regarding institutional ethical practices related to recruitment, admittance, retention & persistence. One would assume we adhere to professional ethical standards within each respective operation.* Recommendation:A formal orientation and resource guide should be developed that addresses ethical practices for recruitment, admittance, retention and persistence. |
| A process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals. | Student Success Improvement Team (SSIT)/Early Alert -- <http://portal.lvc.edu/mylvc/services/early-alert.aspx>Summer Enrichment (Bridge) ProgramVoluntary FYE099 on-line class (Dev. SUM2016)LVC Predictive Model (Dev. AY2014)Focused advising based on Predictive Model (NSAD – SUM2017)Identified and placed through SSIT/Early Alert process: <https://portal.lvc.edu/mylvc/services/early-alert.aspx> Supported: <http://www.lvc.edu/offices-directories/center-for-writing-tutoring-resources/> |
| Orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience. | LVC Support services -- <http://www.lvc.edu/offices-directories/student-affairs/><http://www.lvc.edu/offices-directories/intercultural-affairs-inclusive-programs/services/>New Student Advising Day:<http://www.lvc.edu/admission/new-students/>Incoming Student Microsite <http://2021.lvc.edu/> *Fall Orientation Website?*  |
| Processes designed to enhance the successful achievement of students’ educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement. | Registrar’s Office processes to plan certificate and degree completion -<http://www.lvc.edu/offices-directories/registrar/plan-your-degree-graduate/><http://www.lvc.edu/offices-directories/registrar/plan-your-degree-graduate/non-traditional-credit/> Transfer to other institutions – Leave of Absence and Withdrawal information - <https://lvc-www.s3.amazonaws.com/files/resources/16-17-lvc-catalog.pdf> *Graduate & Professional Studies information?*  |
| Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.  | Transfer Student Admission: <http://www.lvc.edu/admission/how-to-apply/transfer-students/><http://www.lvc.edu/offices-directories/registrar/plan-your-degree-graduate/transfer-credit/> |
| Policies and procedures for the safe and secure maintenance and appropriate release of student information and records. | <http://www.lvc.edu/offices-directories/registrar/plan-your-degree-graduate/privacy-policy-ferpa/> |
| If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.  | Satisfactory Academic Progress: <http://www.lvc.edu/admission/tuition-financial-aid/eligibility-requirements/satisfactory-academic-progress/>LVC Student Handbook -- <https://lvc-www.s3.amazonaws.com/files/resources/lvchandbook_1617.pdf> |
| If applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers.  | Institutional Effectiveness Plan (IE Committee) – institutional processes, Academic Program Review & Non-academic Program Review Guidelines -- <http://www.lvc.edu/about/institutional-effectiveness/institutional-effectiveness-plan/> Program review process and schedule: <http://www.lvc.edu/about/institutional-effectiveness/assessment-policies-procedures/> |
| Periodic assessment of the effectiveness of programs supporting the student experience. | IEC Annual Report to the President -- <https://portal.lvc.edu/institutionaleffectiveness/annualreport.aspx>Program review process and schedule: <http://www.lvc.edu/about/institutional-effectiveness/assessment-policies-procedures/> |
| **Standard V: Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.** | Assessments of annual reports consistently show that while we are doing a good job articulating learning outcomes, measuring these outcomes, and collecting/reporting results, we are less successful at sharing and using assessment results. Sub-committee report from April 2017 to the CCA recommends some action steps to improve this, but it must be an area where we make improvements. Assessment needs to move from measurement/compliance to student-centered.  |
| Clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution’s mission. | Institutional learning goals: <http://www.lvc.edu/academics/common-learning-experiences/learning-outcomes/>; goal mapping, TracDat; *College Catalog* (Undergraduate Academic Programs, Graduate Academic Programs); outcomes and criteria for Constellation LVC courses: <https://portal.lvc.edu/mylvc/curriculum/gecoursecriteria.aspx>. Recommendation: Clearly articulated goals and learning outcomes should be included on the website for each individual academic program. These are not included for all, and those that provide links often connect to outdated material. This should be remedied as quickly as possible.  |
| Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. | <http://www.lvc.edu/about/institutional-effectiveness/institutional-effectiveness-plan/>; <http://www.lvc.edu/about/institutional-effectiveness/assessment-policies-procedures/>; <http://www.lvc.edu/about/institutional-research/survey-summaries/>; TracDat; Sub-committee reports to the CCA: <https://portal.lvc.edu/institutionaleffectiveness/student-learning-assessment.aspx>  |
| Institutions should define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals. | Departmental annual assessment reports & 5-year program reviews (TracDat); targets & benchmarks defining student success (TracDat). |
| Institutions should articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals. | External team reports from 5-year program reviews; Alumni surveys: <http://www.lvc.edu/about/institutional-research/survey-summaries/>; NSSE; *Student Satisfaction Survey* (By the time we write the next self-study, we should have 3 iterations and be able to note trends); departmental websites (Some inconsistency here. Psych has robust descriptions of outcomes; other programs have nothing.) Recommendation: Include alumni more as stakeholders; share results with them. |
| Institutions should support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders | <http://www.lvc.edu/about/institutional-effectiveness/institutional-effectiveness-plan/>; <http://www.lvc.edu/about/institutional-effectiveness/assessment-policies-procedures/>; <http://www.lvc.edu/about/institutional-research/survey-summaries/>; TracDat; Sub-committee reports to the CCA: <https://portal.lvc.edu/institutionaleffectiveness/student-learning-assessment.aspx>; program reviews (section on methods for sharing results); IR dissemination plan; focus groups. Recommendations: Beginning in 2017 – 2018: We should more clearly articulate at the departmental level how results are communicated with diverse stakeholders and what role stakeholders play in analyzing results. This is an area where we need to improve (feedback from AAC&U and NILOA concurred this is an area of weakness). |
| Consideration and use of assessment results for the improvement of educational effectiveness, such as assisting students in improving their learning. | Action plans in departmental assessment reports (TracDat). [Specific examples found in business, religion & philosophy, chemistry). Generate a summary report in TracDat of all action plans; analyze for type or trends. |
| Consideration and use of assessment results for the improvement of educational effectiveness, such as improving pedagogy and curriculum | Action plans in departmental assessment reports (TracDat); proposals for curriculum revisions (CCA archives). Generate a summary report in TracDat of all action plans; analyze for type or trends. |
| Consideration and use of assessment results for the improvement of educational effectiveness, such as reviewing and revising academic programs and support services. | Action plans in departmental assessment reports, including Center for Writing Resources and Peer Tutoring and Center for Disability Resources (TracDat). Generate a summary report in TracDat of all action plans; analyze for type or trends. |
| Consideration and use of assessment results for the improvement of educational effectiveness, such as planning, conducting, and supporting a range of professional development activities. | Sub-committee reports to the CCA: <https://portal.lvc.edu/institutionaleffectiveness/student-learning-assessment.aspx>; CETL offerings, number of attendees, and satisfaction ratings. This has been a bit of a problem. Even though the sub-committee has recommended faculty development in specific areas, programs have not always been facilitated. |
| Consideration and use of assessment results for the improvement of educational effectiveness, such as planning and budgeting for the provision of academic programs and services. | Budget requests? Unclear what the evidence is connecting student learning assessment results with budgeting. High impact funding has been requested to support summer research. Most action plans are budget neutral. |
| Consideration and use of assessment results for the improvement of educational effectiveness, such as informing appropriate constituents about the institution and its programs.  | With the exception of graduate school placement information (<http://www.lvc.edu/our-graduates/graduate-school-placement/>) and the information required by HEA regulations, we do not appear to use assessment results to inform constituents about the college or its programs. The graduate school placement information is outdated, and we really need to consider ways we might use assessment results to inform and market LVC. This has been an accreditation criterion for over a decade. |
| Consideration and use of assessment results for the improvement of educational effectiveness, such as improving key indicators of student success, such as retention, graduation, transfer, and placement rates. | Evidence might be the retention plan that has yet to be developed. |
| Consideration and use of assessment results for the improvement of educational effectiveness, such as implementing other processes and procedures designed to improve educational programs and services. | Action plans in departmental assessment reports (TracDat) [see specifically library, Registrar, student affairs units, advisement, and academic support units, such as disabilities, Writing Center, and Global Education. |
| If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers.  | This will need to be addressed once we begin utilizing an OPM.  |
| Periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness. | Reported in IEC’s annual reports to the College President (<https://portal.lvc.edu/institutionaleffectiveness/annualreport.aspx> ) and sub-committee reports to CCA (<https://portal.lvc.edu/institutionaleffectiveness/student-learning-assessment.aspx> ) |
| **Standard VI: The institution’s planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.** | Seems like the biggest issuePRAC Minutes provide no evidence; SPOC Minutes do not exist. |
| Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation. | <http://www.lvc.edu/about/institutional-priorities/> ; <http://portal.lvc.edu/envision2020/> ; IEC’s annual reports to the College President <https://portal.lvc.edu/institutionaleffectiveness/annualreport.aspx> ; departmental TracDat accounts.I think the IEC would agree that we are deficient in this area.I think PRAC may see issues as well.<http://www.lvc.edu/about/institutional-effectiveness/strategic-plan-institutional-goals/> |
| Clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results. | IEC’s annual reports to the College President -- <https://portal.lvc.edu/institutionaleffectiveness/annualreport.aspx>; PRAC minutes? SPOC minutes? Divisional leaders report on planning and improvement processes through IEC, but director-level personnel do not concur with what VPs say. We need to make our planning processes much clearer.  |
| A financial planning and budgeting process that is aligned with the institution’s mission and goals, evidence-based, and clearly linked to the institution’s and units’ strategic plans/objectives. | Seems to fail the evidence-based requirements.IEC Annual Reports: <http://portal.lvc.edu/institutionaleffectiveness/annualreport.aspx>  |
| Fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered. | <http://www.lvc.edu/about/institutional-research/peer-comparison-report/> ; annual report from Facilities (including sightlines report); technology annual assessment reports; *Fact Book,* <http://www.lvc.edu/about/institutional-research/annual-data-reports>Human resources to support operations: <http://www.lvc.edu/offices-directories/staff-directory/> CUPA Data (Human Resources)Steering Committee Report, April 2017 |
| Well-defined decision-making processes and clear assignment of responsibility and accountability. | What exactly is our planning process, where is it described, what evidence do we have that it is effective? Viewed by many stakeholders as highly centralized and not participatory. |
| Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution’s strategic and financial planning processes. | Sightlines report, technology annual reports |
| An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit’s accompanying management letter.  | documentation maintained by Vice President for Finance & Administration, Controller |
| Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution’s mission and goals.  | IEC Annual Report to the President -- <https://portal.lvc.edu/institutionaleffectiveness/annualreport.aspx><http://www.lvc.edu/about/institutional-effectiveness/assessment-policies-procedures/> |
| Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources. | IEC Annual Report to the President -- <https://portal.lvc.edu/institutionaleffectiveness/annualreport.aspx><http://www.lvc.edu/about/institutional-effectiveness/assessment-policies-procedures/> (“Nonacademic Program Review Process and Schedule”) |
| **Standard VII: The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.** |  |
| A clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students. | Governance committee of the board (Steve & Amy)Faculty Policy ManualStaff/Admin handbook (does this have any governance)Student government handbook (Jen Evans)Shared governance taskforce reportAccountability: I think for Middle States purposes this exists but would be something to review carefully since this has been an area of concern on campus. |
| A legally constituted governing body that serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution. | Governance committee of the board CharterSelected board minutesBoard by-lawsMinutes from Finance and administration committee of the board |
| A legally constituted governing body that has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities. | Board profilesConflict of interest declarations |
| A legally constituted governing body that ensures that neither the governing body nor its individual members interferes in the day-to-day operations of the institution | Board profilesGovernance committeeBoard by-lawsThis is tricky to evidence with a document but we thought the board profiles and by-laws may help. |
| A legally constituted governing body that oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the assurance of strong fiscal management. | GovernanceAcademic and Student Affairs CommitteeMinutes & resolutions from board meetings – May for degrees, Feb and May for budget, etc. |
| A legally constituted governing body that plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution. | GovernanceMinutes from Finance and Administration committee of the boardMinutes from Audit committeeMinutes from May Board meeting – financial statements and audit included |
| A legally constituted governing body that appoints and regularly evaluates the performance of the Chief Executive Officer. | Governance or executive committeeCopy of Review form and evaluation scheduleDoes the faculty review the President or only the Dean? If so, the faculty evaluation and cycle should be included. |
| A legally constituted governing body that is informed in all its operations by principles of good practice in board governance; | Governance committeeAlign LVC practices to AGB good practice in board governanceRecommendation: I do not believe this alignment currently exists. It should be created. |
| A legally constituted governing body that establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest. | GovernanceConflict of interest policy and formExamples of disclosures |
| A legally constituted governing body that supports the Chief Executive Officer in maintaining the autonomy of the institution.  | We suggest looking at meeting minutes on how board ratified decisions – evidence in how they support meeting attendance |
| A Chief Executive Officer who is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body; and who has appropriate credentials and professional experience consistent with the mission of the organization. | Governance committeePresident CVEvidence of board initiated Presidential SearchPresidential evaluation form and policy from BoardGovernance committee/by-laws outlining President’s role on the board |
| A Chief Executive Officer who has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission. | GovernanceBy-lawsPresident’s relationship to relevant committees – chair’s (EV2020, PRAC, etc.) |
| A Chief Executive Officer who has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization’s efficiency and effectiveness. | Job descriptions for President’s staff - workloadAdministrative CV & resumesStaffing benchmarksWho’s responsible for goals and is there a holeIEC chargeRegarding procedures for assessing efficiency & effectiveness: Connected this to IEC but this would need to be evaluated closely. |
| An administration possessing or demonstrating an organizational structure that is clearly documented and that clearly defines reporting relationships | Org charts |
| An administration possessing or demonstrating an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities.  | Job descriptions for administration & staff – do we have updated job descriptions for administrators and staff campus wide? How often are they updated?Administrative CV & resumes -- Do we have copies of these and how recent are they? Recommendation: We should collect these.IPEDS Staffing benchmarks |
| An administration possessing or demonstrating members with credentials and professional experience consistent with the mission of the organization and their functional roles.  | Resumes and CVs – Do we have copies of these and how recent are they? Recommendation: We should collect these. |
| An administration possessing or demonstrating skills, time, assistance, technology, and information systems expertise required to perform their duties. | IT service – administrative technology budget and description of resourcesResumes and CVsWorkload – I don’t think we have this except in surveysStaffing benchmarksIT infrastructure |
| An administration possessing or demonstrating regular engagement with faculty and students in advancing the institution’s goals and objectives. | Shared Governance Board taskforceCommittees structuresFaculty meeting minutesStudent government minutes |
| An administration possessing or demonstrating systematic procedures for evaluating administrative units and for using assessment data to enhance operations. | IEC bi-annual reportsDivisional assessment plansDepartmental assessment plansUsing data to enhance operations: I’m not sure how well this is documented currently. |
| Periodic assessment of the effectiveness of governance, leadership, and administration | Program reviewsPerformance evaluation Shared governance taskforce of the board (feel like there should be more here…) |