Rewards and Challenges of Trusteeship
Annual Trustees Conference
Community College League of California

How to Breathe Life into
Standard IV Recommendations

DON'T RUN AND HIDE!

- Identify collective responsibilities
- Boldly tackle the issues
- Embrace institutional self-improvement

Presented by: Wanden P. Ileanor, Trustee
Marin Community College District

Annual Trustees Conference
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9:45 – 10:45 a.m.
HOW TO BREATHE LIFE INTO STANDARD IV RECOMMENDATIONS

BALANCING CHANGE
Rewards and Challenges of Trusteeship

Community College League of California
Annual Trustee Conference - 2012

Wanden P. Treanor, Trustee – College of Marin

HOW TO BREATHE LIFE INTO STANDARD IV RECOMMENDATIONS

• DON'T RUN AND HIDE
• BOLDLY TACKLE THE ISSUES
• EMBRACE THE OPPORTUNITIES
• TO ENSURE INSTITUTIONAL & BOARD SELF-IMPROVEMENT

WHAT TO DO WITH A LETTER FROM THE ACCJC

• GET INFORMED
• OUTLINE WHAT NEEDS IMPROVEMENT,
• HOW TO STRUCTURE & IMPLEMENT STEPS RESULTING IN IMPROVEMENT and
• DEFINE SHORT-TERM AND LONG-TERM STEPS TOWARD IMPROVEMENT
WHAT IS ACCREDITATION?

- Accreditation is a system of self regulation developed by higher education institutions to evaluate overall institutional effectiveness, quality and continuous improvement. There are four phases to the accreditation process: internal evaluation (institutional self-study); external evaluation (conducted by professional peers); commission evaluation and institutional self-improvement to meet evolving regional and federal standards.

WHY IS IT IMPORTANT?

ACHEIVING AND MAINTAINING ACCREDITATION ASSURES:

- the public that the institution meets standards of quality;
- that the education earned there is of value to the student who earned it; and
- that employers, trade or profession related licensing agencies and other colleges and universities can accept a student's credential as legitimate.

WHAT IS EVALUATED?

- institutional operations
- institutional mission
- providing effective educational services, instruction, support services, library and learning resources
- human resources
- facilities and physical resources
- information technology resources
- fiscal resources and fiscal management
- governance and decision making
WHY CARE?
- Accreditation enables colleges to qualify for federal Title IV financial aid for students and other federal grants and contracts
- Any level of sanction hurts the institution=
- Students worry if the courses will transfer, students don't enroll, the community loses confidence, morale deteriorates
- It negatively impacts student

WHAT IS EVALUATED UNDER STANDARD IV?
- LEADERSHIP, GOVERNANCE
- UNDERSTANDING THE ROLE OF THE TRUSTEE,
- UNDERSTANDING THE RESPONSIBILITY TO PROVIDE LEADERSHIP
- POLICY DEVELOPMENT
- EVALUATION
- GOOD STEWARDSHIP

STANDARD IV ISSUES ATTRACTING ATTENTION
- INTEGRATED PLANNING (lack thereof)
- MICRO-MANAGEMENT (not understanding the role of the trustee)
- BREACH OF ETHICS POLICY (arrogance, independence without regard to the broad view of what is in the best interest of the institution, as opposed to the narrow, self-serving view of what benefits the “Trustee’s district”
EVALUATING THE SELF STUDY REPORT

- Regarding previous recommendations, provide evidence that the institution fully addressed the recommendations.
- The evaluation team should verify that the evidence referenced in the Self Study Report demonstrates that the institution meets or exceeds the Accreditation Standards and that the institution is achieving its educational goals and objectives.
- Provide evidence that systematic and effective institutional planning and evaluation are being incorporated into institutional decision-making.

Team Evaluator's Manual

EXAMPLES OF SOURCES OF EVIDENCE FOR STANDARD IV:

A. Decision-Making Roles and Processes
- Evidence that shows board and other governance policies and descriptions of the participation of constituencies in decision-making bodies.
- 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.

EVIDENCE FOR DECISION-MAKING ROLES AND PROCESSES

- 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.
- Evaluations and analyses the institution conducts of its governing and decision-making processes, and the form of communication of same to the community.
- Policy Manual, institutional statement of mission, vision or philosophy, and institutional planning documents.
EVIDENCE -B. Board and Administrative Organization

- Evidence that includes board minutes or a schedule showing board evaluation of policies.
- Evidence that includes the materials from board training workshops.
- Evidence that includes the board's policy and instruments used for self evaluation, analyses and reports on the last few self-evaluations completed.

EVIDENCE -B. Board and Administrative Organization

- Board policy statement of ethics.
- Board minutes, statements to college constituents on the delegation of authority, the board policy manual, any contracts with administrators that specify delegation of authority, board agreements with faculty bodies regarding delegation of authority.
- Results of surveys, other evaluations of the president's activities directed toward the communities served by the institutions.

EVIDENCE -B. Board and Administrative Organization

- Financial policies and manuals, the content of internal audits and reviews, annual independent external audits, fiscal program reviews conducted by other agencies, and the annual budget documents.
- Written information about institutional planning processes, minutes of meetings, records of participation in institutional evaluation and planning sessions.
- District/system's evaluation instruments, the results of the evaluation, and plans for improvement increasing.
EXAMPLES OF STANDARD IV RECOMMENDATIONS

- In order to meet the Standard, the Board of Trustees shall complete an analysis of its self-assessment pursuant to Board Policy and formally adopt expected outcomes and measures for continuous quality improvement that will be assessed and reported as a component of the immediately succeeding self-assessment. (IV.B.1.g)

EXAMPLES OF STANDARD IV RECOMMENDATIONS

- In order to meet the Standards, the District, shall develop clearly defined organizational maps that delineate the primary and secondary responsibilities of each, the college-to-college responsibilities, and that also incorporate the relationship of major District and college committees established to assure the integrity of activities related to such areas as budget, research, planning, and curriculum. (IV.B.3.a-b, IV.B.3.g)

EXAMPLES OF STANDARD IV RECOMMENDATIONS

- In order to meet the Standards, the Board of Trustees shall assess its actions in relation to its policy making role and implement a program for ongoing Board member professional development to enhance and improve the demonstration of its primary leadership role in assuring the quality, integrity, and effectiveness of the student learning programs and services delivered by the District. (IV.A.3, IV.B.1. e-g)
EXAMPLES OF STANDARD IV RECOMMENDATIONS

• In order to meet the Standard, the District shall document evidence that a review of District Policies and Procedures that may impede the timely and effective operations of the departments of the colleges has taken place and that appropriate modifications are made that facilitate the operational effectiveness of the colleges. A calendar that identifies a timeline for the regular and consistent review of policies shall be developed. (IV.B.1.e)

QUESTIONS ASKED

Standard IV A - Decision-making Roles and Processes:

• 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?

QUESTIONS ASKED

Standard IV B - Decision-making Roles and Processes:

• What process does the institution use to evaluate its governance and decision-making structures? Are the results communicated within the campus community?

• How does the institution use identified weaknesses to make needed improvements?
QUESTIONS ASKED
Standard IV B - Board and Administrative 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?
  - What is the board's program for development and orientation?

ACCJC - Guide to Evaluating Institutions

QUESTIONS ASKED
Standard IV B - Board and Administrative Organization

- 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?

ACCJC - Guide to Evaluating Institutions

QUESTIONS ASKED
Standard IV B - Board and Administrative Organization

- What kinds of training are provided to the board about the accreditation process, and Commission standards?
- How does the board participate appropriately in institutional self-study and planning efforts?
- How do board actions, including planning and resource allocation, indicate a commitment to improvements planned as part of institutional self-evaluation and accreditation processes?
- How do board actions reflect the commitment to supporting and improving student learning outcomes as reflected in the Accreditation Standards and expectations for institutional improvement?
QUESTIONS ASKED

Standard IV B - Board and Administrative Organization

- Is the board informed of institutional reports due to the Commission, and 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?

QUESTIONS ASKED

Standard IV B - Board and Administrative Organization

- 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?

QUESTIONS ASKED

Standard IV B - Board and Administrative Organization

- What mechanisms does the board use in its evaluation of the chief administrator's performance on implementation of board policies and achievement of institutional goals?
- How does the board set clear expectations for regular reports from the chief administrator on institutional performance?
- How does the board set expectations for sufficient information on institutional performance to ensure that it can fulfill its responsibility for educational quality, legal matters, and financial integrity?
QUESTIONS ASKED

Standard IV B - Board and Administrative Organization

• 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?

THE COMMISSION CONSISTENTLY EMPHASIZES:

• The policy role of boards, which means stewardship and oversight, i.e. the Big Picture, and the Long View.
• Measurable standards and a focus on results.
• Coordination rather than silos; formal, integrated, and “transparent” planning; and ethical conduct.
• Strategic thinking, focus on data and results, robust research, and diligent follow through.

CONCERNS

• Sorting out the roles of boards and CEOs is an ongoing concern of the Commission.
• Tensions about authority undermine a college’s ability to plan effectively, leading to personal exchanges.
• Disrespect of the CEO in public reduces the CEO’s ability to function effectively and contributes to administrative turnover, leading to instability.
A CONSULTANT’S VIEW

REGARDING COMMENTS SUCH AS:
Deliberate with due diligence and make timely decisions that are in the best interests of the institution. & Act as a whole and adhere to board policy once a decision has been made.

• The above comments are indicative of the Commission’s concern that the Board has difficulty doing its homework, keeping its eyes on-the-prize, and getting along with each other.
• If problems such as this are not firmly addressed, the college can lose its accredited status.

TRUSTEE CONDUCT ALONE

CAN PUT THE DISTRICT ON PROBATION
AN EXAMPLE - In its letter to one District, the Commission made the following comment about one Trustee’s actions
"a particular board member’s disruptive and inappropriate behavior, and the entire board’s responsibility to address and curtail it."

Rubric for Evaluating Institutional Effectiveness

• Effectiveness was developed to assist colleges as they conduct self evaluation, and to assist external review teams as they examine institutional quality during accreditation reviews.
• The Rubric gives institutional members, evaluators, and the Commission a common language to use in describing the institution’s practices in three key areas of the continuous quality improvement process -- Program Review, Integrated Planning, and Student Learning, Outcomes.
Characteristics of Institutional Effectiveness in Planning

Level of Awareness
- Awareness
- Development
- Proficiency
- Sustainable – Continuous Quality Improvement

Sustainable – Continuous Quality Improvement
- The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.
- There is dialogue about institutional effectiveness that is ongoing, robust and pervasive: data and analyses are widely distributed and used throughout the institution.
- There is ongoing review and adaptation of evaluation and planning processes.
- There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.

RESOURCES:
ACCJC – WEBSITE: http://www.accjc.org
http://www.accjc.org/all-commission-publications-policies
- Helpful PUBLICATIONS:
  - Eligibility Requirements, Accreditation Standards
  - Guide to Evaluating Institutions;
  - Accreditation Reference Handbook
  - Team Evaluator’s Manual
  - Guide to Evaluating Distance Education and Correspondence Education;
  - the Rubric for Evaluating Institutional Effectiveness
THANK YOU
For wanting to learn about a trustee role in dealing with the board's response to Standard IV recommendations about the board & for caring enough to show up on a glorious sunny day to sit inside and listen to:
WANDEN P. TREANOR, TRUSTEE, MARIN COMMUNITY COLLEGE DISTRICT
Standard IV: Leadership and Governance

Standard IV A - Decision-making Roles and Processes

IV A-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.

IV A-2a. 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.

IV A-2b. 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.

IV A-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.

IV A-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.

IV A-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.

Standard IV B - Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the Board of Trustees 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.

IV B-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.

IV B-1a. 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.

IV B-1b. 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.

IV B-1c. The Governing Board has ultimate responsibility for educational quality, legal matters, and financial integrity.
IV B-1d. The institution or the Governing Board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

IV B-1e. 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.

IV B-1f. 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.

IV B-1g. The Governing Board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

IV B-1h. The Governing Board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

IV B-1i. The Governing Board is informed about and involved in the accreditation process.

IV B-1j. 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.

IV B-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.

IV B-2a. 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.

IV B-2b. The president guides institutional improvement of the teaching and learning environment by the following:
   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.

IV B-2c. The president assures the implementation of statutes, regulations, and Governing Board policies and assures that institutional practices are consistent with institutional mission and policies.

IV B-2d. The president effectively controls budget and expenditures.

IV B-2e. The president works and communicates effectively with the communities served by the institution.
Sources of Evidence: Examples for Standard IV

Listed below are examples of potential sources of evidence for Standard IV. There may be many other sources which institutions should provide and teams should ask for.

Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes

★ Evidence that shows board and other governance policies and descriptions of the participation of constituencies in decision-making bodies.

★ 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.

★ 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.

★ Evidence that includes evaluations and analyses the institution conducts of its governing and decision-making processes, and the form of communication of same to the community.

★ Evidence that includes the Policy Manual, institutional statement of mission, vision or philosophy, and institutional planning documents.

B. Board and Administrative Organization

★ Evidence that includes published statements of institutional goals that reference the board’s expectations for student learning and quality of education.

★ 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.

★ Evidence that includes the published bylaws.

★ Evidence that includes board minutes or a schedule showing board evaluation of policies.

★ Evidence that includes the materials from board training workshops.

★ Evidence that includes the policy on board membership, appointment and replacement.

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

★ Evidence that includes the board policy statement of ethics.

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

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

Evidence that includes surveys and other evaluative instruments, and the results of evaluation. Evidence that includes descriptions of funding rules or formulas, committee minutes or other documents showing the system has assessed the needs of each institution.

Evidence that includes financial policies and manuals, the content of internal audits and reviews, annual independent external audits, fiscal program reviews conducted by other agencies, and the annual budget documents.

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.

Evidence: examples of written or other recorded communications.

Evidence that would include institutional analyses of performance, including fact books, reports, web page data portfolios, and publications that describe research on institutional performance.

Evidence that includes written information about institutional planning processes, minutes of meetings, records of participation in institutional evaluation and planning sessions.

Evidence that includes the district/system’s evaluation instruments, the results of the evaluation, and plans for improvement increasing.

Evidence that multi-college district/system develop a “map” or description of district and college functions that delineates and distinguishes them clearly.
Standard IV: Leadership and Governance

B. Board and Administrative Organization
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.

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.

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.

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.

c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

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.
   o Do the records of board actions (minutes, resolutions) indicate that it acts consistent with its policies and bylaws?
   o Does the board have a system for evaluating and revising its policies on a regular basis? Is this system implemented?

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.
   o What is the board’s program for development and orientation?

g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.
   o What is the board self-evaluation process as defined in its policies? Does that process as described likely to be an effective review?
   o Does the policy call for regular self-evaluation? Does the institution’s board regularly evaluate its own performance?
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.
   o 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?
   o What was the result?

i. The governing board is informed about and involved in the accreditation process.
   o What kinds of training are provided to the board about the accreditation process, and Commission standards?
   o How does the board participate appropriately in institutional self-study and planning efforts?
   o How do board actions, including planning and resource allocation, indicate a commitment to improvements planned as part of institutional self-evaluation and accreditation processes?
   o How do board actions reflect the commitment to supporting and improving student learning outcomes as reflected in the Accreditation Standards and expectations for institutional improvement?
   o Is the board informed of institutional reports due to the Commission, and of Commission recommendations to the institution?
   o Is the board knowledgeable about Accreditation Standards, including those that apply to the board?
   o Does the board assess its own performance using Accreditation Standards?

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.

   o What is the established board process for conducting search and selection processes for the chief administrator? Are those processes written?
   o Has the board used these processes in its most recent searches?
   o How is the board delegation of administrative authority to the chief administrator defined? In policy documents? In a contract with the chief administrator?
   o Is this delegation clear to all parties?
   o How effective is the board in remaining focused at the policy level?
   o What mechanisms does the board use in its evaluation of the chief administrator’s performance on implementation of board policies and achievement of institutional goals?
   o How does the board set clear expectations for regular reports form the chief administrator on institutional performance?
   o How 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?
Integrated Planning to Implement College Quality Improvement

**Member institutions** have been seeking more explanation of the ACCJC's requirement for **Integrated Planning**.

Standard I.B.3 requires that institutions "assess progress toward achieving stated goals and make decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation."

**Integrated Planning**, resource allocation, implementation and re-evaluation. While many member colleges have developed sound means of evaluating institutional quality, some still lack the ability to make systemic plans for needed or desired changes, and keep the institution's work focused on implementing those planned changes.

At the simplest level, plans describe the pathway from a current institutional quality, condition, or outcome, to an envisioned quality, condition or outcome at some defined future date. Plans are the promise to change and to do something differently. They require institutional commitments of attention and resources if they are to be achieved. Beset by the requirements of various agencies (e.g., state systems, accreditors, bond or fundraising campaigns) for different kinds of plans (strategic planning, tactical planning, enrollment planning, budget planning), institutions often have multiple plans, each targeting some part of institutional behavior but lacking alignment and cohesion to the other plans the institution has developed. Sometimes, the groups of individuals that develop various institutional planning documents are not aware of how their plan will fit with institutional priorities, but are simply hoping the existence of a plan will stimulate the institutional commitment. The result is institution-wide confusion about priorities, competition for institutional resources, and failure to achieve important changes that the institution has identified as needed or desirable. Another result can be a distress among college constituencies toward both evaluation and planning activities.

When integrating plans and planning processes, a college must have a point in its decision-making process whereby it considers all of its plans, determines how to align them and which ones it will commit to, determines the sequence in which they might best be achieved, sets priorities, and allocates resources and responsibilities to achieve the needed changes by determined dates. Not all change-oriented actions need to be taken at the institutional level – many plans for change can be carried out at a departmental or unit level. Nevertheless, the institution needs to know about and make necessary commitments of resources to all the plans for improvement it has decided to advance. (The example of a new college library that stood empty for years because the institution had not planned to equip it comes to mind here.)

Integrated planning is neither top-down nor bottom-up; it is an interactive process in which an institution, through its governance processes, thoughtfully uses its values and vision to set priorities and deploy its resources and energies to achieve institutional changes and improvements at various levels of the organization in response to current or anticipated conditions. When institutions take a holistic, integrated approach to planning, they can find opportunities to combine and leverage plans, maximize effective use of resources as well as create more effective sequences for making changes. They may also find contradictions that need resolution – sometimes by the re-formulation or abandonment of some of the plans that were made. Actions determined through integrated planning bring the purpose of program review and evaluation alive and enable an institution to improve educational quality.
Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

Rubric for Evaluating Institutional Effectiveness – Part II: Planning  
(See cover letter for how to use this rubric.)  
- July 2011

| Levels of Implementation | Characteristics of Institutional Effectiveness in Planning  
(Sample institutional behaviors) |
|--------------------------|------------------------------------------------------------------|
| Awareness                | • The college has preliminary investigative dialogue about planning processes.  
                           | • There is recognition of case need for quantitative and qualitative data and analysis in planning.  
                           | • The college has initiated pilot projects and efforts in developing systematic cycle of evaluation, integrated planning and implementation (e.g. in human or physical resources).  
                           | • Planning found in only some areas of college operations.  
                           | • There is exploration of models and definitions and issues related to planning.  
                           | • There is minimal linkage between plans and a resource allocation process, perhaps planning for use of "new money"  
                           | • The college may have a consultant-supported plan for facilities, or a strategic plan. |
| Development              | • The Institution has defined a planning process and assigned responsibility for implementing it.  
                           | • The Institution has identified quantitative and qualitative data and is using it.  
                           | • Planning efforts are specifically linked to institutional mission and goals.  
                           | • The Institution uses applicable quantitative data to improve institutional effectiveness in some areas of operation.  
                           | • Governance and decision-making processes incorporate review of institutional effectiveness in mission and plans for improvement.  
                           | • Planning processes reflect the participation of a broad constituent base. |
| Proficiency              | • The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements.  
                           | • The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness.  
                           | • The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes.  
                           | • The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission).  
                           | • The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analyses).  
                           | • The institution plans and effectively incorporates results of program review in all areas of educational services: instruction, support services, library and learning resources. |
| Sustainable Continuous Quality Improvement | • The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.  
                           | • There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution.  
                           | • There is ongoing review and adaptation of evaluation and planning processes.  
                           | • There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes. |

MEMO TO: ACCJC MEMBER INSTITUTIONS  
FROM: BARBARA BENO, PRESIDENT  
SUBJECT: ACCJC RUBRIC FOR EVALUATING INSTITUTIONAL EFFECTIVENESS  
JULY 2011