

**NON-ACADEMIC
COMPREHENSIVE PROGRAM REVIEW
MANUAL**

ATLANTA METROPOLITAN STATE COLLEGE

INTRODUCTION

I. Overview

Non-academic units of Atlanta Metropolitan State College (AMSC) are structured to offer services that support the academic, social, and psychological needs of the student as they prepare for successful completion of bachelor's programs at AMSC or other senior colleges. The Comprehensive Program Review (CPR) process is an assessment method that ensures each unit provides effective, efficient, and quality programmatic services aligned to AMSC's mission. The overarching goal of the CPR process is to improve unit function; inform units in connecting core goals to the college's mission and prove that the unit is meeting its goals. Ultimately, these assessments serve the dual role of demonstrating institutional effectiveness to internal and external constituencies and promotes continuous improvements of programs and services.

The approach to non-academic Comprehensive Program Reviews, developed by AMSC's department of Institutional Effectiveness, parallels the framework for assessing academic programs. During this process, each unit will conduct a self-study to examine its quality (programs and services aligned to the mission of the college), productivity (efficiency in outcomes), and viability (sustainability). The analysis assists with determining the unit's functional outlook based on careful internal and external evaluations, with campus-wide participation at various levels.

Effective Comprehensive Program Reviews should answer these questions:

1. What is the intended function of the unit?
2. How well is the unit achieving its functional purpose?
3. Using the answers to the first two questions, what are areas of improvement?
4. What and how does the unit contribute to the growth and development of students and the college? ¹

Reviews will occur at least once over a 5-year period. Upon completion of each review, evidence is needed to demonstrate that assessment findings were used for unit improvements.

¹ Hutchins, P. (2010). Opening Doors to Faculty Involvement in Assessment. Online. National Institute for Learning Outcomes Assessment.

<http://www.learningoutcomeassessment.org/documents/PatHutchings.pdf>

II. Comprehensive Program Review Assessment Methods

For the CPR, a combination of direct and indirect assessment are utilized. Direct measures assess the unit's achievement of outcomes without the use of opinions, thoughts, or assumptions. Other useful direct measures might include trend data on staff time, costs, equipment utilization, response timeliness to customer requests, timely delivery of accurate reports or data to external agencies, enrollment rates, retention rates, use of services, program participation, number and types of programs offered, number of people trained, meetings conducted, etc.

Indirect measures assess opinions or thoughts about whether or not the unit meets its goals of being effective, efficient, and whether or not the unit completes all tasks that are expected. Indirect measures are most commonly captured by the use of surveys from stakeholders such as other staff, faculty, students, parents, or visitors. Other useful data collection methods include interviews and focus groups.

All CPR assessment measures should provide meaningful, actionable data that lead to improvements. The purpose of assessment is to look candidly and even critically at one's unit to measure and collect data that will lead to improvements.

An Assessment Measure should answer the questions:

1. What data will be collected?
2. When will the data be collected?
3. What assessment tool will be used?
4. How will the data be analyzed?
5. Who will be involved?

III. Comprehensive Program Review Recommendations

The unit is required to make recommendations for improvements based upon areas of opportunity that are revealed through the CPR process. Recommendations should include an associated action or outcome that should occur in order to meet the goal. The action or outcome must be measurable and include a timeline for implementation. Recommendations will follow an approval process outlined below in the *Program Review Process* of this document.

Please consider the following when devising recommendation action items:

- Discuss the strengths and challenges of the program/service
- Recommend areas of programs/services that must be improved in terms of the indicators (quality, productivity, viability) and suggestions for how they might be improved.
- For each recommendation, provide suggestions for actions that might lead to improvement(s) and solution(s)
- Indicate how the program review results will be used to improve the program/service in the future, and suggestions for how the results could be implemented and evaluated.

MEMBERSHIP AND RESPONSIBILITIES OF PROGRAM REVIEW COMMITTEES

I. Institutional Comprehensive Program Review Committee

Comprehensive program review will be conducted by each of the College's units. Oversight of the policies and procedures guiding program review is the responsibility of the Comprehensive Program Review Committee (CPRC), which consists of an interdepartmental membership:

- Unit head
- Unit Vice President
- Vice President of Institutional Effectiveness
- Director of Institutional Research

The CPRC Committee's duties are to:

- develop and maintain a systematic process for assessing the quality, productivity and viability of academic and non-academic units
- monitor the planning, implementation, and evaluation of services
- ensure that all programs are evaluated during the appropriate cycle
- submit periodic evaluative reports, within each 5-year strategic planning period

II. Unit Program Review Committee

The Committee who coordinates and implements the program review self-study process is called the unit Program Review Committee (UPRC). The UPRC consists of the following members:

- Chair (for each unit)
- Unit head
- Unit Representatives (at least one from the unit)
- Member from external unit (preferable outside of the Department)
- Advisory Board representative (if applicable)

The UPRC Committee's duties are to:

- conduct a self-study to assess the quality, productivity and viability of academic and non-academic units
- package self-study findings
- make recommendations for improvements based on findings
- submit final CPR report

It is not expected that the UPRC will complete all the work of the program review process without the full participation of the unit. It is expected that the UPRC delegate and distribute program review responsibilities throughout various members of the unit, including full-time and part-time staff. The program review process is the responsibility of all staff in the unit. The UPRC Committee will manage and ensure that the implementation of the process is properly completed.

III. External Reviewer

The role of the external reviewer is important in the CPR process. External reviewers promote comparison with similar programs at other institutions. This comparison provides AMSC administrators with a wider perspective and ensures that the services and programs being reviewed are current and not isolated from the larger higher-ED community. External reviewers prompt administrators to address issues that may surface during the CPR process, facilitating an institutional and program response to the CPR. Each non-academic unit CPR includes a visit by one external reviewer chosen by the unit Vice President.

IV. Institutional Effectiveness Review

The Department of Institutional Effectiveness will work with each chair throughout the CPR process to ensure data is accurately collected and reviewed objectively. Prior to the external review, IE will visit the unit to evaluate the accuracy, efficiency, and effectiveness of operationalizing standard policies and procedures that guide the operations of the unit. During this visit, data and documentation will be examined to determine the fluidity from written policy to implementation.

THE PROGRAM REVIEW PROCESS

Program reviews will progress as follows:

1. The department's Vice President appoints and charges the UPRC Chair and members of the Unit Program Review Committee. This appointment should occur by mid-term of the term prior to the Program Review. The VP schedules a meeting between the UPRC and the Department of Institutional Effectiveness to discuss the data requirements/sources for the program review.
2. The VP and Unit Head will identify an external evaluator, with expertise in the unit's programs and services, to evaluate the unit for the next term. The UPRC begins the review process by collecting and analyzing data during the second and third months of the semester; September and November for program reviews that begin in the fall semester; February and April for program reviews that begin in the spring semester.
3. The UPRC writes and submits a draft program review self-study report to the unit head for review and approval by the unit. The unit head submits the program review self-study report to the VP for review and approval. IE will review the reports for feedback on technicalities. The VP and Unit Head will finalize the plans for the External Evaluators visit and provide the reviewer a copy of the self-study report. The Vice Present will submit a program review self-study report to the external evaluator prior to arrival and arrange logistics of external reviewer visit. These processes should occur November and February for fall semester program reviews; April and June for spring program reviews.
4. The External Reviewer will conduct an independent and objective program review. If action(s) necessary, the unit head will submit a proposal to the VP. VP will submit the report to the College President, who if necessary, submits actions for BOR approval. Copies of the final Program Review Report are submitted to the Library for Archival. Recommendations identified in the program review process must be addressed within one year of final submission. These processes should occur the term following the semester that the program review is scheduled to occur (the spring semester for program reviews that begin the fall semester, and the summer term for reviews that begin the spring semester). Electronic (MS Word) and hardcopy version of the final Program Review Report are submitted to the College's Library for electronic and paper archival.

Note: Process may involve non-linear interactions

All schedule dates represent deadlines for completion. Committees are encouraged to begin the program review process as soon as possible. All members of a unit are expected to play a meaningful role in the Program Review process

Step 1

The Vice President

- (1) Appoints and charges the unit Program Review Committee (UPRC)
- (2) Names a UPRC Chair
- (3) Schedules a Planning Meeting between UPRC and the Office of Institutional Effectiveness

Schedule:

At Mid-Term of the Semester before the Program Review

Step 2

- (1) UPRC Collects and Analyzes Program Review Data
- (2) The VP and Unit Head will identify an external evaluator, with expertise in the unit's programs and services, to evaluate the unit for the next term ****unit to identify external evaluator**

Schedule:

Fall Program Reviews: **Sept-Nov**

Spring Program Reviews: **Feb-Apr**

Step 3

- (1) The UPRC Writes and Submits a Draft PR Self-Study Report to the unit Head for Review and Approval By the unit ****include recommendations**
- (2) The unit Head Submits the PR Self-Study Report to the Vice President for Review and Approval. IE will review the reports for feedback on technicalities.
- (3) The VP and Unit Head will finalize the plans for the External Evaluators visit and provide He/she a copy of the PR Self-Study Report **** VP to submit PR self-study report to external evaluator prior to arrival**
****VP to arrange logistics of external reviewer**

Schedule:

Fall Program Reviews: **Nov-Feb**

Spring Program Reviews: **Apr-Jun**

Step 4

- (1) The External Reviewer will conduct an independent, objective program review
- (2) If Action(s) Necessary, Unit Head Submits Proposals VP
- (3) VP Submits Report to the College President, Who, If Action Is Necessary, Submits Actions For BOR Approval
- (4) Copies of the final Program Review Report are submitted to the Library for Archival
- (5) Recommendations identified in the program review process must be addressed according to procedures outlined in the "Program Review Follow-up Process" section of this document. ****within one year of final submission**

Schedule:

Fall Program Reviews: **Feb – May**

Spring Program Review: **Jun - Aug**

COMPREHENSIVE PROGRAM REVIEW KEY INDICATORS

Key Indicator 1: Evaluation of Unit Planning, Structure and Organization

- Mission and Vision Statement
- Planning/Assessment Review [Long-term (strategic) and Short-term (tactical)]
- Qualified and Appropriate Personnel

Key Indicator 2: Quality

- Accuracy and Implementation of Policies and Procedures
- Effectiveness of Internal Controls (SWOT Analysis)
- Indirect Assessments

Key Indicator 3: Viability

- Adequacy of Resources
- Benchmarking and Baseline

Key Indicator 4: Productivity

- Efficiency of Delivering Services and Products

COMPREHENSIVE PROGRAM REVIEW MODEL GUIDING QUESTIONS AND SUGGESTED DOCUMENTATION

Key Indicator 1: Evaluation of Unit Planning, Structure and Organization

A. Indicator Sub-Components and Guiding Questions

- **Mission and Vision Statement**
 1. How does the mission embrace student development?
 2. In what ways does the unit mission complement the mission of the institution?
 3. To what extent is the mission used to guide practice?
- **Planning/Assessment Review [Long-term (strategic) and Short-term (tactical)]**
 1. Are the units goals S.M.A.R.T, strategic and tactical?
 2. How does the action plan/unit plans outline unit improvement?
 3. To what extent do action/unit plans address previous assessment activity?
 4. How well are action/unit plans monitored and met?
- **Qualified and Appropriate Personnel**
 1. In what ways are personnel qualifications examined, performance evaluated, and personnel recognized for exemplary performance?
 2. How are professional development efforts designed, how do they support achievement of AMSC's mission, and how do they prepare and educate staff on relevant information?
 3. How has the staffing model been developed to ensure successful program operations?
 4. Describe the unit's philosophy toward engaging graduate interns and assistants, and student employees and volunteers in the unit human resource pool.
 5. How does the unit encourage and provide opportunities for ongoing professional development for its personnel?

B. Suggested Evidence and Documentation

1. Current mission statement, brief description of how it was developed, and date of last review.
2. Additional goals, values, and statements of purpose
3. Description and copies (if applicable) of where mission statement is disseminated (e.g., included in operating and personnel policies, procedures and/or handbook, hanging in office common space, on website, in strategic plan, and other promotional materials)
4. Institutional/department mission statements (e.g., map program mission to broader mission statements)
5. Any additional professional standards aligned with program/service (e.g., standards promoted by functional area organizations)
6. Unit plans and supporting documentation (over five years)
7. Goals and objectives related to staffing diversity, equity, and access
8. Training plans and agendas for personnel
9. Lists of programs and curriculums related to diversity, equity, and access
10. Personnel policies, procedures, and/or handbook (specifically statements against harassment or discrimination)

Key Indicator 2: Quality

A. Indicator Sub-Components and Guiding Questions

- **Accuracy and Implementation of Policies and Procedures**
 1. What are the crucial legal, policy and governance practices of the unit, and how are they addressed? And monitored?
 2. How are personnel instructed, advised, or assisted with legal, policy, and governance concerns?
 3. How are personnel informed about internal and external governance systems?
 4. How does the unit engage the college community in regard to its policy and procedures?

- **Effectiveness of Internal Controls**
 1. After conducting a SWOT analysis determine
 - a. What does the unit do best?
 - b. What could be improved?
 - c. What are the external threats to success?

- **Indirect Assessments**

B. Suggested Evidence and Documentation

1. Program goals and outcomes
2. Operating policies, procedures and/or handbook
3. Personnel and student handbook(s), policies and procedures, and organizational chart(s)
4. Personnel position descriptions, expectations, and performance review templates
5. Periodic reports, contracts, and personnel memos
6. Annual reports by program leaders
7. Strategic and operating plans
8. Needs assessment of program

C. Required Evidence and Documentation *Please refer to the Appendix*

1. Student Affairs - Appendix A and B
2. Academic Affairs - Appendix C and D
3. Institutional Effectiveness - Appendix E and F
4. Institutional Advancement - Appendix G and H
5. Fiscal Affairs - Appendix I and J

Key Indicator 3: Viability

A. Indicator Sub-Components and Guiding Questions

- **Adequacy of Resources**

1. What is the funding strategy for the unit, and why is this the most appropriate approach?
2. How does the unit ensure fiscal responsibility, responsible stewardship, and cost-effectiveness?
3. If applicable, how does the unit go about increasing financial resources?
4. How does the unit ensure that relevant technology is available for all who are served by the program?
5. How does the unit use technology to enhance the delivery of programs, resources, services and overall operations?
6. How does the unit utilize technology to foster its learning outcomes?
7. How does the unit ensure that facilities, workspaces, and equipment are considered in decision-making?
8. How is the unit intentional about space allocation and usage?

- **Benchmarking and Baseline**

1. Does unit establish baseline data in order to measure success and/or growth?
2. Does the unit utilize benchmark data to ensure services and programs are not isolated from the best practices instituted within the larger higher-ED community?
3. Are multiple sources considered to establish benchmarks and baselines?
4. Is historical data used to establish baselines?

- **Indirect Assessments**

B. Suggested Evidence and Documentation

1. Budgets and the budget process
2. Financial statements and audit reports
3. Student fee process and allocation (if applicable)
4. Financial statements for grants, gifts, and other external resources
5. Technology policies and procedures
6. Equipment inventory
7. Facilities audit
8. Baseline and benchmarks evidence within reports

Key Indicator 4: Productivity

A. Indicator Sub-Components and Guiding Questions

- **Efficiency of Delivering Services and Products**
 1. With which relevant individuals, campus offices, and external agencies must the unit maintain effective relations? Why are these relationships important, and how are they mutually beneficial?
 2. How does the unit maintain effective relationships with program constituents? What are the results?
 3. How does unit assess the effectiveness of its relations with individuals, campus offices and external agencies? What are the results?
 4. How well is the unit achieving goals in respect to established benchmarks and baselines? What are the results?

- **Indirect Assessments**

B. Suggested Evidence and Documentation

1. Assessment results such as participation rates, demographics, campus climate, and student needs used to inform programmatic initiatives
2. List of programs and services (Banner, College website, Catalogue, Calendar)
3. Program and services completion rates include attendance sheets or assessments results if applicable
4. Constituents and student contact log or monitoring log
5. Application/Interest intake and processing summary

FINAL REPORT**I. Report Structure**

The file report should be structured in the following format:

INTRODUCTION

History of Atlanta Metropolitan State College

Atlanta Metropolitan State College Structure

Program Review Purpose and Structure

Department Profile *being reviewed*

Functional Unit Profiles

STATE OF STUDENT AFFAIRS (Rubric)

Evaluation of Unit Planning, Structure and Organization

Quality

Viability

Productivity

RECOMMENDATIONS (Template)**APPENDIX**

II. Departmental Profile and Functional Unit Profile

Overview

The departmental and functional unit profile is an introductory document that is completed before the self-study process begins. The profile offers a “snapshot” of the department/unit, explaining important information about who the department/unit is, what the department/unit does, how the department/unit does it, the human capital that executes, the target constituents that receive, and the importance for the department/unit. The profile also, focuses on and emphasizes the operations, conditions and context that have existed over the past five years, including identifying and describing any salient changes that have occurred during that time.

The departmental and functional unit profile is critically important because:

- It is the most appropriate starting point for self-assessment;
- It helps everyone – the CPRC, UPRC, and the External Review – to understand what is most relevant and important to the department and its performance;
- It helps identify potential gaps in key information, key outcomes and results;
- It also may be used by itself for an initial self-assessment prior to initiating a full program review. In some instances, the department/unit may find topics for which conflicting, little, or no information is available, it is possible to use these topics for action planning.

CONTENTS OF THE DEPARTMENTAL PROFILE

The departmental profile should contain the following elements:

1. Functional Purpose
2. Mission and Vision
3. Strategic Planning Goals
4. Organizational Structure (chart)
5. Leadership
6. Human Resources (job description of unit heads)
7. Fiscal/Physical Resources
8. Councils and Committees within Student Affairs

CONTENTS OF THE FUNCTIONAL UNIT PROFILE

The functional unit profile should contain the following elements:

1. Unit Function
2. Mission and Vision
3. Strategic Planning Goals
4. Unit Organizational Chart

APPENDIX A

Student Affairs		
Unit	Metric	Documentation
Admissions	1. Adhering to admissions criteria	GPA \geq 2.0, high school diploma/GED records, compass scores/SAT scores, military (DD214) Presidential waivers
	2. Verification of lawful presence	Scanned copies of Presidential waivers and identifications (e.g. driver's license, passport etc.) in Banner "extended documents" (out-of-state students receiving in-state tuition)
	3. Appropriate issuance of presidential waivers	Documentation supporting that all waivers are given based upon policy, allocated by the correct authority, awarded for the proper period, awarded to only those eligibility and monitored regularly
	4. Appropriate document management	Appropriate collection of documentation (e.g. driver's license). Appropriate storage of documents (e.g. scanned copies in Banner "extended documents", locked storage, fireproof storage)
Registrar	1. Adhering to grade change, incompletes and NR's policies	Appropriate documentation for grade changes and incompletes (e.g. scanned copies in Banner "extended documents", procedures for unit staff that view and change data)
	2. Appropriate security and integrity of records	Appropriate handling and viewing of sensitive documents. Documents are stored correctly. Documents are viewed by appropriate personnel/students. A log is kept on who views confidential document.
	3. Appropriate Purge actions taken (paid flags)	Purge actions are completed in a timely manner. No students have paid flags passed office purge date.
	4. Appropriate document management	Appropriate collection of documentation (e.g. driver's license) are collected and stored correctly
Student Activities	1. Publication and execution of student related policies (e.g. grievances, dispute procedures, adjudications)	Student handbook or other campus documents related to student affairs
	2. Appropriate oversight of student governance	Written policy, meeting logs/agenda/sign-in sheets
	3. Appropriate execution of due process	Student handbook or other campus documents related to student affairs
Student Outreach & Access	1. Compliance to local and state policy and regulations	Forms, logs, internal/external communications, policy documents
Counseling & Disability	1. Compliance with FERPA and HIPPA laws and regulations	documents indicating the appropriate protection of student records and medical records
	2. Compliance with state requirements for students with special needs	Internal/external communications, forms/logs of academic accommodations and modifications

APPENDIX B.1

Quality: Admissions	4 Strategic	3 Operational	2 Emerging	1 Unacceptable
<p>1. Accuracy and Implementation of Policies and Procedures</p> <p>Score: Adhering to admissions criteria <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p> <p>Verification of lawful presence <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p> <p>Appropriate issuance of presidential waivers <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p> <p>Adhering to admissions criteria <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p>	<p><input type="checkbox"/> The unit utilizes policies and procedures to support programmatic initiative.</p> <p><input type="checkbox"/> All personnel are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Detailed descriptions of policies and procedures are accessible to internal/external staff and constituents.</p> <p><input type="checkbox"/> All personnel have a strong knowledge of changes to internal and external policies and procedures that impact the unit.</p> <p><input type="checkbox"/> The unit analyzes in terms of effectiveness and contribution to student success</p> <p><input type="checkbox"/> The unit effectively implements all departmental policies and procedures.</p>	<p><input type="checkbox"/> The unit utilizes some policies and procedures to support programmatic initiative.</p> <p><input type="checkbox"/> Some personnel are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Detailed descriptions of policies and procedures are accessible to internal staff but not external staff and constituents.</p> <p><input type="checkbox"/> Some personnel have a strong knowledge of changes to internal and external policies and procedures that impact the unit.</p> <p><input type="checkbox"/> The unit implements all departmental policies and procedures.</p>	<p><input type="checkbox"/> The unit utilizes some policies or procedures to support programmatic initiative.</p> <p><input type="checkbox"/> Only leaderships within the unit are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Vague descriptions of policies and procedures exists but are not accessible.</p>	<p><input type="checkbox"/> The unit does not utilize some policies and procedures to support programmatic initiative.</p>
Explanation for Score				
List and Attach Documents to Support Explanation				
Recommendation for Improvements	<i>Action Item 1</i>	Brief Description:		
		Metrics for Measurement:		
		Implementation Timeline:		

APPENDIX B.2

Quality: Registrar	4 Strategic	3 Operational	2 Emerging	1 Unacceptable
<p>Accuracy and Implementation of Policies and Procedures</p> <p>Score: Adhering to grade change, incompletes and NR's policies <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p> <p>Appropriate security and integrity of records <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p> <p>Appropriate Purge actions taken (paid flags) <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p> <p>Appropriate document management <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p>	<p><input type="checkbox"/> The unit utilizes policies and procedures to support programmatic initiative.</p> <p><input type="checkbox"/> All personnel are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Detailed descriptions of policies and procedures are accessible to internal/external staff and constituents.</p> <p><input type="checkbox"/> All personnel have a strong knowledge of changes to internal and external policies and procedures that impact the unit.</p> <p><input type="checkbox"/> The unit analyzes in terms of effectiveness and contribution to student success</p> <p><input type="checkbox"/> The unit effectively implements all departmental policies and procedures.</p>	<p><input type="checkbox"/> The unit utilizes some policies and procedures to support programmatic initiative.</p> <p><input type="checkbox"/> Some personnel are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Detailed descriptions of policies and procedures are accessible to internal staff but not external staff and constituents.</p> <p><input type="checkbox"/> Some personnel have a strong knowledge of changes to internal and external policies and procedures that impact the unit.</p> <p><input type="checkbox"/> The unit implements all departmental policies and procedures.</p>	<p><input type="checkbox"/> The unit utilizes some policies or procedures to support programmatic initiative.</p> <p><input type="checkbox"/> Only leaderships within the unit are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Vague descriptions of policies and procedures exists but are not accessible.</p>	<p><input type="checkbox"/> The unit does not utilize some policies and procedures to support programmatic initiative.</p>
Explanation for Score				
List and Attach Documents to Support Explanation				
Recommendation for Improvements	<i>Action Item 1</i>	Brief Description:		
		Metrics for Measurement:		
		Implementation Timeline:		

APPENDIX B.3

Quality: Student Activities	4 Strategic	3 Operational	2 Emerging	1 Unacceptable
<p>Accuracy and Implementation of Policies and Procedures</p> <p>Score: Publication and execution of student related policies <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p> <p>Appropriate oversight of student governance <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p> <p>Appropriate execution of due process <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p>	<p><input type="checkbox"/> The unit utilizes policies and procedures to support programmatic initiative.</p> <p><input type="checkbox"/> All personnel are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Detailed descriptions of policies and procedures are accessible to internal/external staff and constituents.</p> <p><input type="checkbox"/> All personnel have a strong knowledge of changes to internal and external policies and procedures that impact the unit.</p> <p><input type="checkbox"/> The unit analyzes in terms of effectiveness and contribution to student success</p> <p><input type="checkbox"/> The unit effectively implements all departmental policies and procedures.</p>	<p><input type="checkbox"/> The unit utilizes some policies and procedures to support programmatic initiative.</p> <p><input type="checkbox"/> Some personnel are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Detailed descriptions of policies and procedures are accessible to internal staff but not external staff and constituents.</p> <p><input type="checkbox"/> Some personnel have a strong knowledge of changes to internal and external policies and procedures that impact the unit.</p> <p><input type="checkbox"/> The unit implements all departmental policies and procedures.</p>	<p><input type="checkbox"/> The unit utilizes some policies or procedures to support programmatic initiative.</p> <p><input type="checkbox"/> Only leaderships within the unit are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Vague descriptions of policies and procedures exists but are not accessible.</p>	<p><input type="checkbox"/> The unit does not utilize some policies and procedures to support programmatic initiative.</p>
Explanation for Score				
List and Attach Documents to Support Explanation				
Recommendation for Improvements	<i>Action Item 1</i>	Brief Description:		
		Metrics for Measurement:		
		Implementation Timeline:		

APPENDIX B.4

Quality: Student Outreach and Access	4 Strategic	3 Operational	2 Emerging	1 Unacceptable
<p>Accuracy and Implementation of Policies and Procedures</p> <p>Score: Compliance to local and state policy and regulations <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p>	<p><input type="checkbox"/> The unit utilizes policies and procedures to support programmatic initiative.</p> <p><input type="checkbox"/> All personnel are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Detailed descriptions of policies and procedures are accessible to internal/external staff and constituents.</p> <p><input type="checkbox"/> All personnel have a strong knowledge of changes to internal and external policies and procedures that impact the unit.</p> <p><input type="checkbox"/> The unit analyzes in terms of effectiveness and contribution to student success</p> <p><input type="checkbox"/> The unit effectively implements all departmental policies and procedures.</p>	<p><input type="checkbox"/> The unit utilizes some policies and procedures to support programmatic initiative.</p> <p><input type="checkbox"/> Some personnel are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Detailed descriptions of policies and procedures are accessible to internal staff but not external staff and constituents.</p> <p><input type="checkbox"/> Some personnel have a strong knowledge of changes to internal and external policies and procedures that impact the unit.</p> <p><input type="checkbox"/> The unit implements all departmental policies and procedures.</p>	<p><input type="checkbox"/> The unit utilizes some policies or procedures to support programmatic initiative.</p> <p><input type="checkbox"/> Only leaderships within the unit are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Vague descriptions of policies and procedures exists but are not accessible.</p>	<p><input type="checkbox"/> The unit does not utilize some policies and procedures to support programmatic initiative.</p>
Explanation for Score				
List and Attach Documents to Support Explanation				
Recommendation for Improvements	<i>Action Item 1</i>	Brief Description:		
		Metrics for Measurement:		
		Implementation Timeline:		

APPENDIX B.5

Quality: Counseling and Disability	4 Strategic	3 Operational	2 Emerging	1 Unacceptable
<p>Accuracy and Implementation of Policies and Procedures</p> <p>Score: Compliance with FERPA and HIPPA laws and regulations <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p> <p>Compliance with state requirements for students with special needs <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1</p>	<p><input type="checkbox"/> The unit utilizes policies and procedures to support programmatic initiative.</p> <p><input type="checkbox"/> All personnel are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Detailed descriptions of policies and procedures are accessible to internal/external staff and constituents.</p> <p><input type="checkbox"/> All personnel have a strong knowledge of changes to internal and external policies and procedures that impact the unit.</p> <p><input type="checkbox"/> The unit analyzes in terms of effectiveness and contribution to student success</p> <p><input type="checkbox"/> The unit effectively implements all departmental policies and procedures.</p>	<p><input type="checkbox"/> The unit utilizes some policies and procedures to support programmatic initiative.</p> <p><input type="checkbox"/> Some personnel are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Detailed descriptions of policies and procedures are accessible to internal staff but not external staff and constituents.</p> <p><input type="checkbox"/> Some personnel have a strong knowledge of changes to internal and external policies and procedures that impact the unit.</p> <p><input type="checkbox"/> The unit implements all departmental policies and procedures.</p>	<p><input type="checkbox"/> The unit utilizes some policies or procedures to support programmatic initiative.</p> <p><input type="checkbox"/> Only leaderships within the unit are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Vague descriptions of policies and procedures exists but are not accessible.</p>	<p><input type="checkbox"/> The unit does not utilize some policies and procedures to support programmatic initiative.</p>
Explanation for Score				
List and Attach Documents to Support Explanation				
Recommendation for Improvements	<i>Action Item 1</i>	Brief Description:		
		Metrics for Measurement:		
		Implementation Timeline:		

Academic Affairs		
Unit	Metric	Documentation
Online and Specialized Learning Programs Dr. K. Ravi	Academic & Online Student Support Services	Description (publications) of programs and services related to distance education; process used to determine student needs/interests and examples of recent changes in services made in response; data indicating student and faculty needs are met; course evaluation process (course and dean) and documentation verifying equity between online courses and face-to-face courses; evidence of improvements/changes based upon course evaluations; process for library support for Distance Education (DE) students; process and oversight of advisement of DE
	Online Technology Use	Documents with policies and procedures for the use of technology to enhance student learning; evidence that the use of technology in teaching and learning is appropriate and effective; training process for faculty and students
	FR 4.8 Distance and Correspondence Education	Methods for identifying students enrolled in DE; procedures for protecting privacy of students enrolled in DE; secure login and pass code; procedures for proctored examinations and evidence procedures are followed
	Confidentiality and Security of Online-Student Records	Policies and procedures governing student records including integrity and confidentiality (use and release)
	Unit Publications	Appropriate oversight of all published Institutional documents pertaining to the unit including web page; documentation/evidence of improvements/revisions
Center for Academic Advising Mrs. S. Duhart	CR 2.10 Student Support Services	Description of programs and services related to academic advising; process used to determine student needs/interests and examples of recent changes in services made in response; data on the frequency of usage of academic advising services by students; data indicating student needs are met; demonstrate oversight of institutional advisement procedures
	Confidentiality and Security of student Records	Policies and procedures governing student records including integrity and confidentiality (use and release)
	Unit Publications	Appropriate oversight of all published Institutional documents pertaining to the unit including web page; documentation/evidence of improvements/revisions
Center for Academic Success Dr. R. Adams	CS 3.4.9 Academic Support Services	Description of academic support service; publications/websites explaining academic support services; data on the frequency of usage of academic support services by faculty and students; data indicating student needs are met
	Unit Publications	Appropriate oversight of all published Institutional documents pertaining to the unit including web page; documentation/evidence of improvements/revisions

CS-COMPREHENSIVE STANDARD, CR-CORE REQUIREMENT, FR-FEDERAL REQUIREMENT

Academic Affairs		
Unit	Metric	Documentation
Testing Ms. R. Knight	Compliance to local and state testing policy and regulations	Forms, logs, internal/external communications, policy documents
	Appropriate document management and appropriate collection of documentation	Procedures indicating the appropriate protection of student records (e.g. driver's license, test scores); appropriate storage and/or disposal of documents
	Appropriate Testing Administration	Policies of procedures for handling test material; test material storage; evaluation of testing environment; evaluation of testing security
	Unit Publications	Appropriate oversight of all published Institutional documents pertaining to the unit including web page; documentation/evidence of improvements/revisions
Library Services Mr. R. Quarles	CR 2.9 Learning Resources and Services	Description of library services, resources and services; policies and procedures governing collection, services, and access to library-related resources; evidence that library-related material supports all educational components; evidence of appropriate library holdings for associate and bachelor programs
	CS 3.8.2 Instruction of Library Use	Documentation of the availability and type of instruction; reports on the library instructional activity
	Unit Publications	Appropriate oversight of all published Institutional documents pertaining to the unit including web page; documentation/evidence of improvements/revisions
Academic Affairs Policies, Procedures, and publications Dr. M. Campbell	CS 3.2.7 Organizational Structure	Organizational chart and publication location
	CS 3.2.14 Intellectual Property	Publications containing policies that govern intellectual property; evidence that policies are published and apply to students, faculty, and staff
	CS 3.4.5 Academic Policies	Publications containing academic policies; publications that include process by which academic polices are developed and approved; minutes from meetings were academic policies are modified or approved
	FR 4.5 Student Complaints (Academic)	Policies and procedures addressing student complaints, evidence that policies are followed when resolving student complaints; an example of a student complaint resolution
	Confidentiality and security of student records	Policies and procedures governing student records including integrity and confidentiality (use and release)
	Departmental Publications	Appropriate oversight of all published Institutional documents pertaining to the unit including web page; documentation/evidence of improvements/revisions

CS-COMPREHENSIVE STANDARD, CR-CORE REQUIREMENT, FR-FEDERAL REQUIREMENT

Academic Affairs		
Unit	Metric	Documentation
Faculty Governance Dr. M. Rollings	CS 3.4.10 Responsibility for Curriculum	Publications on the role and responsibility of faculty for curriculum and academic governance; minutes or by-laws that document the role and responsibility of faculty in determining content, quality, and effectiveness of curriculum; curriculum evaluations; examples of curriculum changes; Ed policy membership roster; Ed policy minutes
	CS 3.7.5 Faculty role in Governance	
	CS 3.4.11 Academic Program Coordination	Program coordinator job description, List of program coordinators, their area of responsibility, and their qualifications for coordinating the designated program.
	CS 3.5.4 Terminal Degrees of Faculty (Bachelor Programs only)	List of faculty in each major holding a terminal degree; evidence verifying at least 25% of courses for a major are taught by faculty members holding a terminal degree
	CS 3.7.1 Faculty Competence	A complete roster of faculty, qualifications, and teaching assignments
	CS 3.7.2 Faculty Evaluation	files/portfolio on each faculty containing up-to-date information including transcripts, CV, and teaching evaluations
	CS 3.7.3 Faculty Development	Evidence faculty are involved in professional development; evidence that the department provides professional development tied to the evaluation process
	Departmental Publications	Appropriate oversight of all published Institutional documents pertaining to the unit including web page; documentation/evidence of improvements/revisions

CS-COMPREHENSIVE STANDARD, CR-CORE REQUIREMENT, FR-FEDERAL REQUIREMENT

APPENDIX D.1

Quality: Distance Education/Adult Education	4 Strategic	3 Operational	2 Emerging	1 Unacceptable
<p>1. Accuracy and Implementation of Policies and Procedures</p> <p>Score:</p> <p><input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Academic & Online Student Support Services</p> <p><input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Online Technology Use</p> <p><input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 FR 4.8 Distance and Correspondence Education</p> <p><input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Confidentiality and Security of Online-Student Records</p> <p><input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Unit Publications</p>	<p><input type="checkbox"/> The unit utilizes policies and procedures to support programmatic initiative.</p> <p><input type="checkbox"/> All personnel are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Detailed descriptions of policies and procedures are accessible to internal/external staff and constituents.</p> <p><input type="checkbox"/> All personnel have a strong knowledge of changes to internal and external policies and procedures that impact the unit.</p> <p><input type="checkbox"/> The unit analyzes in terms of effectiveness and contribution to student success</p> <p><input type="checkbox"/> The unit effectively implements all departmental policies and procedures.</p>	<p><input type="checkbox"/> The unit utilizes some policies and procedures to support programmatic initiative.</p> <p><input type="checkbox"/> Some personnel are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Detailed descriptions of policies and procedures are accessible to internal staff but not external staff and constituents.</p> <p><input type="checkbox"/> Some personnel have a strong knowledge of changes to internal and external policies and procedures that impact the unit.</p> <p><input type="checkbox"/> The unit implements all departmental policies and procedures.</p>	<p><input type="checkbox"/> The unit utilizes some policies or procedures to support programmatic initiative.</p> <p><input type="checkbox"/> Only leaderships within the unit are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Vague descriptions of policies and procedures exists but are not accessible.</p>	<p><input type="checkbox"/> The unit does not utilize some policies and procedures to support programmatic initiative.</p>
Explanation for Score				
List and Attach Documents to Support Explanation				
Recommendation for Improvements	<i>Action Item 1</i>	Brief Description:		
		Metrics for Measurement:		
		Implementation Timeline:		

APPENDIX D.2

Quality: Center for Academic Advising	4 Strategic	3 Operational	2 Emerging	1 Unacceptable
<p>1. Accuracy and Implementation of Policies and Procedures</p> <p>Score: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 CR 2.10 Student Support Services</p> <p><input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Confidentiality and security of student Records</p> <p><input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Unit Publications</p>	<p><input type="checkbox"/> The unit utilizes policies and procedures to support programmatic initiative.</p> <p><input type="checkbox"/> All personnel are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Detailed descriptions of policies and procedures are accessible to internal/external staff and constituents.</p> <p><input type="checkbox"/> All personnel have a strong knowledge of changes to internal and external policies and procedures that impact the unit.</p> <p><input type="checkbox"/> The unit analyzes in terms of effectiveness and contribution to student success</p> <p><input type="checkbox"/> The unit effectively implements all departmental policies and procedures.</p>	<p><input type="checkbox"/> The unit utilizes some policies and procedures to support programmatic initiative.</p> <p><input type="checkbox"/> Some personnel are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Detailed descriptions of policies and procedures are accessible to internal staff but not external staff and constituents.</p> <p><input type="checkbox"/> Some personnel have a strong knowledge of changes to internal and external policies and procedures that impact the unit.</p> <p><input type="checkbox"/> The unit implements all departmental policies and procedures.</p>	<p><input type="checkbox"/> The unit utilizes some policies or procedures to support programmatic initiative.</p> <p><input type="checkbox"/> Only leaderships within the unit are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Vague descriptions of policies and procedures exists but are not accessible.</p>	<p><input type="checkbox"/> The unit does not utilize some policies and procedures to support programmatic initiative.</p>
Explanation for Score				
List and Attach Documents to Support Explanation				
Recommendation for Improvements	<i>Action Item 1</i>	Brief Description:		
		Metrics for Measurement:		
		Implementation Timeline:		

APPENDIX D.3

Quality: Center for Academic Success	4 Strategic	3 Operational	2 Emerging	1 Unacceptable
<p>1. Accuracy and Implementation of Policies and Procedures</p> <p>Score: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 CS 3.4.9 Academic Support Services</p> <p><input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Unit Publications</p>	<p><input type="checkbox"/> The unit utilizes policies and procedures to support programmatic initiative.</p> <p><input type="checkbox"/> All personnel are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Detailed descriptions of policies and procedures are accessible to internal/external staff and constituents.</p> <p><input type="checkbox"/> All personnel have a strong knowledge of changes to internal and external policies and procedures that impact the unit.</p> <p><input type="checkbox"/> The unit analyzes in terms of effectiveness and contribution to student success</p> <p><input type="checkbox"/> The unit effectively implements all departmental policies and procedures.</p>	<p><input type="checkbox"/> The unit utilizes some policies and procedures to support programmatic initiative.</p> <p><input type="checkbox"/> Some personnel are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Detailed descriptions of policies and procedures are accessible to internal staff but not external staff and constituents.</p> <p><input type="checkbox"/> Some personnel have a strong knowledge of changes to internal and external policies and procedures that impact the unit.</p> <p><input type="checkbox"/> The unit implements all departmental policies and procedures.</p>	<p><input type="checkbox"/> The unit utilizes some policies or procedures to support programmatic initiative.</p> <p><input type="checkbox"/> Only leaderships within the unit are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Vague descriptions of policies and procedures exists but are not accessible.</p>	<p><input type="checkbox"/> The unit does not utilize some policies and procedures to support programmatic initiative.</p>
Explanation for Score				
List and Attach Documents to Support Explanation				
Recommendation for Improvements	<i>Action Item 1</i>	Brief Description:		
		Metrics for Measurement:		
		Implementation Timeline:		

APPENDIX D.4

Quality: Testing Services	4 Strategic	3 Operational	2 Emerging	1 Unacceptable
<p>1. Accuracy and Implementation of Policies and Procedures</p> <p>Score: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Compliance to local and state testing policy and regulations</p> <p><input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Appropriate document management and Appropriate collection of documentation</p> <p><input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Appropriate Testing Administration</p> <p><input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Unit Publications</p>	<p><input type="checkbox"/> The unit utilizes policies and procedures to support programmatic initiative.</p> <p><input type="checkbox"/> All personnel are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Detailed descriptions of policies and procedures are accessible to internal/external staff and constituents.</p> <p><input type="checkbox"/> All personnel have a strong knowledge of changes to internal and external policies and procedures that impact the unit.</p> <p><input type="checkbox"/> The unit analyzes in terms of effectiveness and contribution to student success</p> <p><input type="checkbox"/> The unit effectively implements all departmental policies and procedures.</p>	<p><input type="checkbox"/> The unit utilizes some policies and procedures to support programmatic initiative.</p> <p><input type="checkbox"/> Some personnel are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Detailed descriptions of policies and procedures are accessible to internal staff but not external staff and constituents.</p> <p><input type="checkbox"/> Some personnel have a strong knowledge of changes to internal and external policies and procedures that impact the unit.</p> <p><input type="checkbox"/> The unit implements all departmental policies and procedures.</p>	<p><input type="checkbox"/> The unit utilizes some policies or procedures to support programmatic initiative.</p> <p><input type="checkbox"/> Only leaderships within the unit are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Vague descriptions of policies and procedures exists but are not accessible.</p>	<p><input type="checkbox"/> The unit does not utilize some policies and procedures to support programmatic initiative.</p>
Explanation for Score				
List and Attach Documents to Support Explanation				
Recommendation for Improvements	<i>Action Item 1</i>	Brief Description:		
		Metrics for Measurement:		
		Implementation Timeline:		

APPENDIX D.5

Quality: Library Services	4 Strategic	3 Operational	2 Emerging	1 Unacceptable
<p>1. Accuracy and Implementation of Policies and Procedures</p> <p>Score: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 CR 2.9 Learning Resources and Services</p> <p><input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 CS 3.8.2 Instruction of Library Use</p> <p><input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Unit Publications</p>	<p><input type="checkbox"/> The unit utilizes policies and procedures to support programmatic initiative.</p> <p><input type="checkbox"/> All personnel are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Detailed descriptions of policies and procedures are accessible to internal/external staff and constituents.</p> <p><input type="checkbox"/> All personnel have a strong knowledge of changes to internal and external policies and procedures that impact the unit.</p> <p><input type="checkbox"/> The unit analyzes in terms of effectiveness and contribution to student success</p> <p><input type="checkbox"/> The unit effectively implements all departmental policies and procedures.</p>	<p><input type="checkbox"/> The unit utilizes some policies and procedures to support programmatic initiative.</p> <p><input type="checkbox"/> Some personnel are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Detailed descriptions of policies and procedures are accessible to internal staff but not external staff and constituents.</p> <p><input type="checkbox"/> Some personnel have a strong knowledge of changes to internal and external policies and procedures that impact the unit.</p> <p><input type="checkbox"/> The unit implements all departmental policies and procedures.</p>	<p><input type="checkbox"/> The unit utilizes some policies or procedures to support programmatic initiative.</p> <p><input type="checkbox"/> Only leaderships within the unit are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Vague descriptions of policies and procedures exists but are not accessible.</p>	<p><input type="checkbox"/> The unit does not utilize some policies and procedures to support programmatic initiative.</p>
Explanation for Score				
List and Attach Documents to Support Explanation				
Recommendation for Improvements	<i>Action Item 1</i>	Brief Description:		
		Metrics for Measurement:		
		Implementation Timeline:		

APPENDIX D.6

Quality: Academic Affairs Academic Affairs Policies, Procedures, and publications	4 Strategic	3 Operational	2 Emerging	1 Unacceptable
<p>1. Accuracy and Implementation of Policies and Procedures</p> <p>Score: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 CS 3.2.7 Organizational Structure</p> <p><input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 CS 3.2.14 Intellectual Property</p> <p><input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 CS 3.4.5 Academic Policies</p> <p><input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 FR 4.5 Student Complaints (Academic)</p> <p><input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Confidentiality and Security of student Records</p> <p><input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Departmental Publications</p>	<p><input type="checkbox"/> The unit utilizes policies and procedures to support programmatic initiative.</p> <p><input type="checkbox"/> All personnel are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Detailed descriptions of policies and procedures are accessible to internal/external staff and constituents.</p> <p><input type="checkbox"/> All personnel have a strong knowledge of changes to internal and external policies and procedures that impact the unit.</p> <p><input type="checkbox"/> The unit analyzes in terms of effectiveness and contribution to student success</p> <p><input type="checkbox"/> The unit effectively implements all departmental policies and procedures.</p>	<p><input type="checkbox"/> The unit utilizes some policies and procedures to support programmatic initiative.</p> <p><input type="checkbox"/> Some personnel are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Detailed descriptions of policies and procedures are accessible to internal staff but not external staff and constituents.</p> <p><input type="checkbox"/> Some personnel have a strong knowledge of changes to internal and external policies and procedures that impact the unit.</p> <p><input type="checkbox"/> The unit implements all departmental policies and procedures.</p>	<p><input type="checkbox"/> The unit utilizes some policies or procedures to support programmatic initiative.</p> <p><input type="checkbox"/> Only leaderships within the unit are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Vague descriptions of policies and procedures exists but are not accessible.</p>	<p><input type="checkbox"/> The unit does not utilize some policies and procedures to support programmatic initiative.</p>
Explanation for Score				
List and Attach Documents to Support Explanation				
Recommendation for Improvements	<i>Action Item 1</i>	Brief Description:		
		Metrics for Measurement:		
		Implementation Timeline:		

APPENDIX D.7

Quality: Academic Affairs Faculty Governance	4 Strategic	3 Operational	2 Emerging	1 Unacceptable
<p>1. Accuracy and Implementation of Policies and Procedures</p> <p>Score: <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 CS 3.4.10 Responsibility for Curriculum/ CS 3.7.5 Faculty role in Governance</p> <p><input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 CS 3.4.11 Academic Program Coordination (Program Coordinators)</p> <p><input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 CS 3.5.4 Terminal Degrees of Faculty (Bachelor Programs Only)</p> <p><input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 CS 7.7.1 Faculty Competence</p> <p><input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 CS 3.7.2 Faculty Evaluation</p> <p><input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 CS 3.7.3 Faculty Development</p> <p><input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 Departmental Publications</p>	<p><input type="checkbox"/> The unit utilizes policies and procedures to support programmatic initiative.</p> <p><input type="checkbox"/> All personnel are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Detailed descriptions of policies and procedures are accessible to internal/external staff and constituents.</p> <p><input type="checkbox"/> All personnel have a strong knowledge of changes to internal and external policies and procedures that impact the unit.</p> <p><input type="checkbox"/> The unit analyzes in terms of effectiveness and contribution to student success</p> <p><input type="checkbox"/> The unit effectively implements all departmental policies and procedures.</p>	<p><input type="checkbox"/> The unit utilizes some policies and procedures to support programmatic initiative.</p> <p><input type="checkbox"/> Some personnel are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Detailed descriptions of policies and procedures are accessible to internal staff but not external staff and constituents.</p> <p><input type="checkbox"/> Some personnel have a strong knowledge of changes to internal and external policies and procedures that impact the unit.</p> <p><input type="checkbox"/> The unit implements all departmental policies and procedures.</p>	<p><input type="checkbox"/> The unit utilizes some policies or procedures to support programmatic initiative.</p> <p><input type="checkbox"/> Only leaderships within the unit are informed and trained in all internal and external policies and procedures supporting the unit functions.</p> <p><input type="checkbox"/> Vague descriptions of policies and procedures exists but are not accessible.</p>	<p><input type="checkbox"/> The unit does not utilize some policies and procedures to support programmatic initiative.</p>
Explanation for Score				
List and Attach Documents to Support Explanation				
Recommendation for Improvements	<i>Action Item 1</i>	Brief Description:		
		Metrics for Measurement:		
		Implementation Timeline:		